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ABSTRACT

This text was designed to help adolescents develop skills which will encourage them to make healthy and positive choices about life. In addition, its design will assist adults, parents and teachers, as they guide young people through the process. The book uses a series of written exercises designed to help organize the students' goals and aspirations for life. The subjects are divided into five sections: Appreciating Differences, Personal Development, Family and Values, Making Choices, and Making a Difference. The guide contains 96 one-hour lessons, including 18 student-driven classes which are scheduled to occur once a week. Topics in the text include gender equity and cultural diversity. The stages of personal development are examined in depth, with special attention given to self-esteem, creating dreams, and skills development (communication, decision making, and time management). The importance of personal integrity and personal health are also highlighted, along with the need to maintain healthy relationships with friends and family. Since choosing a career is among the more important decisions one makes, a section on career planning is offered and is supplemented by a discussion of the importance of money management. Finally, ways that students can create change and address world problems are explored. Numerous worksheets and exercises are included to help students learn these solutions. (RJM)

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MAKING CHOICES:

Life Skills for Adolescents

CURRICULUM

By Mary Halter and Barbara Fierro Lang

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ABOUT THE CURRICULUM

Making Choices: Life Skills for Adolescents was developed to present every school day during one semester of an academic year. The course contains 96 one-hour lessons, including 18 student-driven classes which are scheduled to occur once a week—preferably at the end of the week—or on Fridays. For this reason they are called **Friday Forums**. Friday Forums are explained in the Introduction.

If you complete an activity before your class ends, go on to the next lesson. If you must shorten the curriculum, you can combine some of the lessons, as long as they are compatible and sequential.

Each lesson contains:

- an educational objective
- teacher preparation/materials needed
- a short lecture called a **Lecturette**
- an activity
- a summary/key points
- an assignment

The sections that are printed in *italics* are meant to be said aloud in the classroom. Those that are printed in plain text are intended as information and/or instruction for the teacher of the course.

If you find that the information provided in the **Lecturette** is not appropriate for your class or if you want to supplement the information with that of your own, please feel free to do so. We do believe, however, that it is important to "warm up" your students with a bit of information before conducting the activity. You may want to have students conduct additional research on a subject and present the **Lecturette** themselves.

There are several teaching techniques used throughout the curriculum. Some of these include:

- values voting
- ground rules
- learning continuum
- role plays
- small group activities/dyads
- student surveys
- brainstorming
- classroom discussion
- Thoughts for the Day
- Skill Box
- anonymous Question Can

A separate student workbook contains written activities called for in the course. It is a good idea to become familiar with the course by reading the curriculum and student workbook entirely before beginning your class. Remember no part of either book may be reproduced in any form without permission in writing from Advocacy Press.

To effectively teach this course, you will need to allow for some noise and physical movement during the class period. If your classroom does not allow this, try to find an appropriate room in the building to conduct your class.

Please feel free to call us at Advocacy Press if you have any questions.

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PREFACE

Congratulations!

You have chosen ***Making Choices: Life Skills for Adolescents*** as a curriculum for your students. This curriculum will provide a unique opportunity for you to teach your students in a most meaningful way.

As you know adolescence can be a very turbulent period for young people. They can vacillate between child-like and adult-like feelings and behaviors. These emotional and behavioral fluctuations can be confusing and frustrating to the youths themselves as well as to those adults who live and work with them.

It is during this important period that individuals usually have a need to define themselves to discover their own uniqueness. Questions arise such as: Who am I? What are my values? Where do they come from? As they strive to establish their identity and their personal values, they are making critical decisions which may have a profound impact on their futures. Many times they are ill-equipped to do so.

Making Choices was designed to help adolescents develop skills which will encourage them to make healthy and positive choices. Equally important, its design will assist adults, parents and teachers, as they guide these young people through that process.

As the students embark upon their personal journey through ***Making Choices***, perhaps some of the information which follows will help you guide them on this voyage.

The Center for Early Adolescence has defined the following seven needs of adolescents, and Judy M. Groff has provided the more detailed explanations under each.

DEVELOPMENTAL NEEDS OF ADOLESCENTS

1. Need for diversity

> Programs need to contain a variety of social, leadership and decision-making experiences to allow for individual differences among youths.

Making Choices provides a variety of experiences which appreciate and validate the diversity of the students in the classroom. The established ground rules set the tone for respect and celebration of differences. The first chapter focuses on Gender Equity, the second on Cultural Diversity, and the seventh on Personal Integrity, Valuing Self and Others.

2. Need for opportunities for self-exploration and self-definition

> Programs should allow time for youth interaction with peers and adults, alone and together. There also needs to be time for adolescents to be alone.

In accordance with this need, ***Making Choices*** encourages parents to utilize the textbook and especially the suggestions for "Working Together." Classroom activities are structured to be interactive but recognize and support a student if he/she wishes to work independently.

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3. Need for meaningful participation in their school and community

> Teens need opportunities for making significant contributions in decision making, problem solving and volunteer service. They have ideas, creativity and experiences to contribute in order to feel valued and worthy.

The concluding chapter of ***Making Choices*** is on Social Action. It encourages students to make a difference in the world around them by initiating a social action project.

4. Need for positive social interaction with peers and adults

> Teens do not want to be isolated from the adult world. They need positive role models among peers and adults to adopt appropriate social behaviors.

Students are encouraged to explore their personal pasts to identify the role models who are important in their lives. Several activities involve interacting with adults outside the classroom. Suggestions are made for inviting a variety of individuals to participate in classroom panels. Students are asked to evaluate the qualities that are important to them in their role models and assess how that information is applicable as they establish friendships with their peers.

5. Need for physical activity

> Great shifts in energy levels are characteristic of adolescents. Squirming is a given if they sit too long.

The activities in this curriculum provide some opportunities for movement within the confines of the classroom. This need is difficult to meet in the classroom but teachers are encouraged to be aware of the importance of just an occasional "stretch" if students seem restless.

6. Need for competence and achievement

> Self-satisfaction with being able to do something well after receiving training is as important as recognition from peers and adults. Opportunities to practice new social, intellectual, and physical abilities and successfully help youth make connections between individual skills and future roles.

Learning and *practicing* skills are the backbone of the ***Making Choices*** curriculum!

7. Need for structure and clear limits

> Adolescents' need for independence and self-reliance does not negate their desire to know what is expected of them. Job descriptions and self-determined contracts are ways to involve youth in defining the limits.

From the onset of the curriculum students establish the ground rules and what is needed from them to be successful in their ***Making Choices*** class. The skills they are learning empower them to be successful!

MORE TIPS FOR WORKING WITH ADOLESCENTS

1. One very important component in adolescent development is that the youth feel important or significant. One of the simplest ways to help a youth feel important is to know his or her name and use it when addressing him/her.
2. Making eye contact reinforces that importance and is a model for good communication skills.
3. Always try to begin a conversation with a positive comment.
4. Be honest with your students. Remember to own your feelings and opinions. This once again models good communication skills.
5. Have a sense of humor but never use it at a youth's expense.
6. Enforce and model the ground rules which the class establishes. Respecting and valuing each student's thoughts and opinions helps him or her to respect and value others. If a student is condescending toward another student's idea, make a statement such as, "I can see that you have a different opinion. Please state your opinion in a way that doesn't put someone else down."
7. Share information with teens with discretion. Don't unload your problems on them and make sure any personal information is appropriate.
8. Remember you don't have to be an expert on everything. Admit your own mistakes. Students will see you as someone who is human and willing to change direction when necessary.
9. Low self-esteem is a common problem for teens. In addition to reviewing the chapter on Self-Esteem, remember the following:
    - Be sure your attitudes, words, and actions communicate to teens that you believe in them.
    - When you ask their opinions, really LISTEN!
    - Take time to try to use their suggestions.
    - Make a special effort to say something positive to the student who is rarely praised.
    - If you have a student who is especially offensive to you, look for something positive about that student and then tell him/her.
10. Be patient!
11. When the students or you need a break—take one! Use tension breakers—something as simple as that "stretch."
12. Be sure your non-verbal language is positive and matches your verbal language!
13. Establish a classroom environment in which each student feels valued and supported.
14. Set high expectations for your students and they will probably meet them.
15. Be enthusiastic about this class and they probably will be too.

WORKING WITH GROUPS

As a teacher you are well aware that each group of students has its own personality. Students in the same school, of the same age or grade can vary greatly from one class to another. The tips which follow are general. Some ideas will work well with one group and not at all with another. The very first tip addresses that issue:

1. **If an activity isn't working** — abandon it! Some activities will be easy to implement, with the learning objective accomplished easily, and both you and the students will enjoy the experience. The very same activity may "bomb" with another class. If this is the case, stop the activity, tell the students what your expectations were, ask for their input as to why the activity isn't working as you anticipated. If the addition of their input makes the activity salvageable, continue using their suggestions. If, however, you don't feel the class will benefit from continuing the activity, abandon it and move on. The curriculum allows for this type of flexibility.
2. **Many of the activities suggest breaking the class into small groups.** If this is not feasible because of class size, logistics or behavioral monitoring, then conduct the activity as a large group or class as a whole. The smaller the group, the more the students will participate individually and each student will feel a contribution to the learning process.

- **Dyads**—When students work in dyads, you usually have them complete a task and then switch roles. This forces equal participation by all students.
- **Triads**—Triads can be structured so that three students work together in any way they feel comfortable. A triad can also be structured so that the group members choose a role: they all work together to accomplish the task, one student records information, one reports the information to the large group, and one functions as an observer to the recording and reporting. This allows a shy student to be actively involved in the learning process but relieves the student of the reporting process.
- **Groups of four or five**—These groups function just as triads except that more students assume the role of observer during the reporting process.
- **Groups of six or more**—Groups of this size usually have more trouble staying on task. There is a tendency for one or two students to accomplish the task and the others to "goof off." Unless you have an exceptionally "task-oriented" class, it is recommended that small groups be limited to three to five students.

3. **Large group exercises**—The large group format will be used whenever control is a consideration and when the classroom size does not allow for easy movement of students into small groups, and will always be used for summary or closure.

GROUP FACILITATION TECHNIQUES

The following group facilitation techniques may be used with either small or large group configurations. It is a good idea to remind students of the ground rules prior to using any of these techniques. One way to do this is to have a student make a poster of the ground rules after they have been developed. The poster can hang at the front of the room throughout the course as a constant reminder. Students should know that they can add to the ground rules at any time.

1. **Brainstorming**—Brainstorming is a technique where students just call out ideas. All ideas are valid and recorded. Later the students will go back to the list and prioritize or eliminate but initially every idea is recorded. Everyone's idea is important. Sometimes a student who normally would not raise a hand to contribute will be comfortable as a participant in brainstorming. The goal is to record a sizable list of ideas or thoughts on the topic. In depth discussion and analyzation will come later.
2. **"Buzz" Group**—A "buzz" group is one in which an idea or concept is thrown out and students are asked to react to that idea with the first thought(s) that comes to mind. This is a good way to hear a variety of opinions on a topic without in-depth discussion.
3. **Circle Reversal**—Chairs are placed in two concentric circles facing each other. Students take seats and discuss with the person facing them the question or topic posed by the facilitator. The questions or topics may have been determined by the facilitator and/or the students. After a short period of time (usually a couple of minutes), all students move to the right. This means that students will have the opportunity to interact with every other person in the opposite circle. If time permits, you can have students interact with every member of the opposite circle by having only one circle move; the other remains stationary. Bring closure to this activity by having students share with the large group any information they agreed or disagreed with and why.
4. **Debate**—A debate occurs when two individuals or teams of individuals discuss a question or topic by considering opposing arguments. Observers then react to comments made by debaters.
5. **"Fishbowling"**—Chairs are placed in two concentric circles facing the same direction. This arrangement prevents eye contact by the two groups. Students are grouped by gender, opposing sides of an argument, members of opposing teams, etc. The inner circle discusses questions posed by members of the outer circle (the questions have been written prior to the activity and reviewed by the facilitator). The members of the outer circle may not respond. After an established period of time, the students change positions; the inner circle students move to the outer circle to become observers and the outer circle students move to the inner circle to discuss the questions pre-written by members of the other group.
6. **"Fishbowling +1"**—Chairs are arranged the same as in "fishbowling" except there is one empty chair placed in the inner circle. During the discussion by the members of the inner circle, if a member of the outer circle wants to speak, he/she moves to the seat in the inner circle. He/she may not speak until one of the members of the inner circle defers to him/her. When this person has

finished speaking the activity may proceed in one of two ways: The person returns to the original seat so another person may move into the inner circle, or that person remains in the inner circle as an equal participant in the discussion and another empty chair is placed in the inner circle in case another outer circle participant wants to speak in the inner circle. The second option is especially effective if this is a discussion on a sensitive subject. It allows for individuals with opposing viewpoints to have a discussion in a very orderly and controlled manner. An underlying goal of using "Fishbowling +1" is to eventually have all participants in one large circle sharing and learning together while treating each other with respect.

7. **Role playing**—Role playing gives students an opportunity to practice improvisational drama. The purpose of a role play is to give students a situation and have them become the character they are playing. Because they have to connect with the character and the situation, they get a sense of what it would be like to actually be in that situation. Role plays also give students an opportunity to practice problem solving in a safe and nurturing environment.

   Role plays can be very effective if students are comfortable performing them. If they are not working, keep trying because role plays can be effective enough to be worth the time and energy to move the group to a level of comfort. One of the best ways for doing this is to start with the teacher and one volunteer performing a very simple role play. It is important to establish that the "players" and the "observers" are going to take the activity seriously.

   Another important aspect is that the discussion which follows is on the information and outcome of the role play rather than on the individuals who did the role play. It is also very crucial that a person who participates in a role play feels successful. Therefore, if a role play doesn't come off quite as expected, make some constructive suggestions and have the players repeat the role play so they leave the stage feeling successful.

   The most successful role plays are ones which the students have designed themselves or at least ones that are of realistic issues related to them.

8. **Skit**—A skit is similar to a role play except that the characters are reading or speaking from a script. It is usually longer and involves more individuals. Skits will probably not be as effective as role plays.

EFFECTIVE GROUP FACILITATION

Your first job in working with groups of adolescents is to establish an atmosphere of trust, safety and openness. The adolescents' first job is to test you to see if you really mean what you say. If you tell adolescents that you will listen and learn together, it is important that you do so.

Establish ground rules and clear limits: If the students participate in the development of the ground rules you are more likely to have their commitment for active participation. Students are more apt to monitor and enforce those rules if they themselves have developed them.

Promote self-discipline: Enforcing ground rules and clear limits promotes self-discipline by giving students the opportunity to act and learn in a responsible manner. Agreed-upon developmentally-appropriate expectations will encourage students to take responsibility for their own behaviors and the consequences.

Be a good role model: Be willing to do what you ask the students to do. In order to enforce the ground rules, you must abide by them yourself. Be an active participant as appropriate. Be available as a resource for the students.

Start where the group is: Determine the group's level of understanding of a topic. If the language is too advanced for your students, provide a review of those words that are difficult. Make an attempt to increase the level of your students' vocabularies rather than lowering the reading level.

Validate individuals and their contributions: Know and use students' names and recognize their contributions, however small. Try to make a positive comment to each student each day.

Encourage participation: By using a variety of the eight group facilitation techniques mentioned here, encourage all students' participation. Invite group discussion by asking open-ended questions. If participation isn't shared, one idea is to give each student a "participation chit." Each student has to use his/her "participation chit." Students may not ask additional questions until all students have used their "chits." Once the entire class has participated in some way, you can open discussion to anyone or reissue "chits." Remember, using Dyads and Circle Reversal techniques as suggested in "Working with Groups" is effective in stimulating participation.

Be aware of various learning styles: Individuals learn in many different ways. A learning technique that is effective with one individual or group may not work with another. Some individuals work best alone, others in small groups, and others in large groups. Some students require the interjection of movement or physical activity. If a group is particularly hyperactive, insert some short energizers or perhaps move the class to a larger room or outside for a portion of the activity. Remember, some students are visual learners, other auditory, but all students learn by doing!

Use effective communication skills: Use "I Messages" and reflective listening skills. Pay attention to both verbal and non-verbal messages which you give.

Focus on the learning objective: Monitor the group's progress toward its goal. Don't lose sight of the purpose of the activity. Assist students in understanding what occurs during the activities within the group.

Know yourself: Be yourself and be prepared. Use effective speech and pace the program within your limitations.

HOW TO SUCCEED WITH A CHALLENGING STUDENT

This curriculum invites students to express themselves. There will probably be times in your classroom when students challenge your authority. The following suggestions are good to remember.

1. BREATHE! If a student's behavior makes you feel like screaming, take a moment before you do anything and BREATHE!
2. DON'T TAKE "IT" PERSONALLY! A student who is acting up is probably showing you his or her best, but limited, ability to cope with life. Too few children reach adolescence knowing how to be close or honest, express anger or work through conflicts. Consider how the student's behavior may be meeting a need; validate the need and offer other ways to act and react.
3. TELL STUDENTS IF THERE ARE ANY LIMITS TO YOUR CONFIDENTIALITY. Tell the entire group what can and cannot be held in confidence. If you fail to do this and subsequently report an incident to authorities, a student may feel you are not to be trusted.

   One way to express this is by saying, "There are some things I cannot and will not keep private. If you choose to tell me that you are being, or have been, physically or sexually abused or seriously neglected, I will call authorities because I care about you and because it is my job to do so. If you tell me that you are seriously thinking about killing yourself or someone else, I will get you help because there are times when we can't fix things alone. I hope that you will tell someone if you are in trouble. Questions?"
4. NEVER SHAME OR EMBARRASS A STUDENT IN AN ATTEMPT TO CONTROL HIS OR HER BEHAVIOR. A student who loses face in front of his or her peers may seek revenge either directly or indirectly. Other students who witness the incident may lose respect in you.

Here are three basic ways to respond to adolescents in groups. They are:

DO SOMETHING

DO NOTHING

LET THE GROUP DO IT

DO SOMETHING might include:

- Change activities.
- Move students into different groupings—dyads, triads.

TALK ABOUT WHAT THE STUDENT IS DOING RIGHT.

- Affirm the student's intentions and offer other ideas for actions.
- Remind them about ground rules and why they are important to everyone.
- Set limits matter-of-factly using the third person.
- Use "I" statements in moderation. Avoid sounding whiney.
- Agree with any part of what's being said that you can.
- Ask about things that you don't understand.

- Describe different points of view in conflicts as a way of honoring the individuals while clarifying main points and working toward resolution.
- Physically move yourself within the group.
- Talk with students after the class.
- Do something unexpected like calling for the class' attention by sitting on a whoopee cushion. Students know that adults who make weird noises are cut from a different cloth.

DO NOTHING might include:

- BE QUIET.
- Listen.
- Think about what is being said.
- Think about what is NOT being said.
- WAIT.
- Postpone a decision.
- Allow the situation to get worse.

LET THE GROUP DO IT might include:

- Describe the situation to the group and ask for its ideas and assistance.
- Talk about what's happening between people right here and now.
- Ask teens what they think about . . . .

WORKSHEET

Think about students whose behavior makes you wish you had called in sick. What kinds of things would students do in class that interfere with learning? If you haven't had previous experience with adolescents, try to remember being 12 or 13 or 14.

Consider and list all the choices you have in responding to a student based on

DO SOMETHING, DO NOTHING, LET THE GROUP DO IT.

DESCRIBE THE BEHAVIOR: ______________________________

____

DO SOMETHING: ______________________________

____

DO NOTHING: ______________________________

____

LET THE GROUP DO IT: ______________________________

____

In addition to the information given in the PREFACE, it may be helpful to read the information on Adolescent Development which appears in the textbook in Book Two, Chapter Three.

ENJOY THIS CURRICULUM WITH THE EXPECTATION
THAT STUDENTS WILL LEARN AND ENJOY WITH YOU.
GOOD LUCK, AND FEEL FREE TO CALL
ADVOCACY PRESS FOR TECHNICAL ASSISTANCE
WHENEVER YOU GET "STUCK."

Contributed by Jo Gottfried, LCSW, Girls Incorporated of Newport Mesa

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The creator of *MAKING CHOICES: Life Skills for Adolescents*, is Girls Incorporated of Greater Santa Barbara, a non-profit organization which provides program services for young people, ages five through seventeen. Our mission is to reach youth throughout the country by developing and delivering programs and materials which promote gender equality and self-sufficiency.

Mary H. Halter is former executive director of Girls Club of Scottsdale, AZ, and currently provides sex education training for Girls Incorporated on the national level. She works part-time as a health educator for Phoenix Girls and Boys Clubs, specializing in HIV and sex education. She provides training for youth who are incarcerated in the Arizona Department of Youth Treatment and Rehabilitation. She provides consultation and training throughout the country for those who teach and lead youth in schools, non-profit organizations and juvenile institutions. Mary is the mother of four adult children.

Barbara Fierro Lang is executive director of Girls Incorporated of Greater Santa Barbara, CA, and former executive director of Girls Incorporated of Rapid City, SD. She also served as executive director of Big Brothers and Big Sisters of the Black Hills (SD). Her involvement with Girls Incorporated extends over twenty-five years. She has served on the national board of directors of Girls Incorporated and is one of the architects of Girls Incorporated's core program and philosophy. Barbara is a national trainer for Girls Incorporated. She is the mother of five grown children.

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And, finally, to the children of the world. We are grateful you are here. We trust you to become the parents, the workers and the leaders of our nations. We dedicate this work to you:

Learn much, enjoy your life,
Travel all roads with confidence.
Things may happen that you cannot control,
But you can control the way you act when they happen.
Your readiness for today decides your success for tomorrow.

NOTES

Introduction

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INTRODUCTION

ENHANCING THE LEARNING ENVIRONMENT

Before or at the beginning of the course, give students lists of topics and ask them to create lists of songs that come to mind when they think of those topics. Create a *music library* of the songs students have chosen. Their choices will be age and culturally appropriate; however, be sure they are reviewed and approved by a supervisor or an administrator. Play these songs as students come to class each day or play them as background music when students are working on projects in small groups.

If all students have texts, have them complete the appropriate readings before each class. If all students do not have texts, have several students read the texts and report the information to the class before and/or during the session(s) that topic is being discussed.

SETTING THE TONE

It is extremely important that the tone of the class be established at the onset. Students need to trust that this will be a class where they can communicate openly and honestly without fear of ridicule. Therefore, we need to establish **"what you need to be ready"** and the **"ground rules"** of the program. Do this as a class activity or as a small group activity. The advantage of a class activity is that the outcome will probably be more manageable. The advantage of small group activity is that more students will be actively involved. Both of the following approaches can be used by the class as a whole or by dividing the class into small groups (3-5 students). If students are broken into small groups, be sure that you bring the large group back together to process information so students have an opportunity to hear all ideas voiced.

Approach #1:

Make a sample list of **"what you need to be ready"** and one of **"ground rules."** Ask students to prioritize the list and make additions. (They may decide that all items are equally important and that is perfectly acceptable. The objective is to get them to really think about each item.)

Approach #2:

Ask students to think about **"what you need to be ready"** and **"ground rules."** Each student should write down at least two items in each category. After allowing a couple of minutes to accomplish this task, give the students *very* clear directions as to what their task will be *before* you divide the students into small groups (3-5 students). Once in their groups, members should select a person to record the information while group members share their ideas. **Note: Throughout the curriculum this person will be referred to as "the recorder."** The recorder should list **ALL** items. Duplicates should be so noted. Example: If four (4) students have "no put-downs" on their list, then the recorder should record: no put-downs **(4)** .

You may want to give thought to the composition of the groups prior to class to eliminate "cliques" or a group that you feel may not work well together. It is important to get them into groups quickly so they have ample time to accomplish the assigned task(s), so this process should be well thought out.

Note: If you use **Approach #2** you may have to guide students by giving them some examples from the list below. Be sure the lists include but are not limited to the following:

WHAT YOU NEED TO BE READY:

- Be on time to class
- Be enthusiastic
- Have a good attitude
- Be prepared
- Have necessary materials
- Be committed to learn
- Be open to new ideas

GROUND RULES:

- Be respectful of other people's opinions (non-judgmental)
- Everyone's opinions are important
- Don't interrupt
- There are no dumb questions
- It's OK to pass (not participate if you're uncomfortable)
- Have no put-downs
- Maintain confidentiality

The lists the students establish should be recorded on pages 11 & 12 in their student workbook and posted in the room throughout the course. (If lists vary between classes, be sure that each class has its own list posted.)

Be sure the students have a clear understanding of the consequences of not adhering to the lists which **THEY** established. Give them an example of a consequence that is appropriate for the group with whom you are working.

GETTING THE STUDENTS' COMMITMENT TO LEARN

If the students have actively participated in establishing the criteria for the learning environment by establishing their class lists, they are more likely to buy in to the class and the commitment to learn.

This is an appropriate place to have students complete the personal information on the first page of their student workbook.

Additionally, you could have them make their written commitment to class participation and learning by writing that commitment in their **Thoughts for Today** beginning on page 187 of the workbook.

Another possibility is to ask the class to make a commitment to participation and learning either verbally or by a show of hands.

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OVERCOMING RESISTANCE

Hopefully, after establishing the tone of the class, you will have no resistance. If, however, you detect any, now is the time to identify the source and cause of that resistance and establish a strategy for dealing with it. You obviously must deal with the class in front of you. This may vary from hour to hour and certainly from year to year.

Active participation in **"what you need to be ready"** and **"ground rules"** should have helped with identifying resistance.

LESSON ONE—Explaining the Course

Objective: **To introduce the idea of responsibility for choice, planning and skill development.**

> *You must learn day by day, year by year, to broaden your horizon. The more things you love, the more you are interested in, the more you enjoy, the more you are indignant about—the more you have left when anything happens.*
>
> —Ethel Barrymore

TEACHER PREPARATION:

Prior to the first class, review the **FOREWORD** and the **INTRODUCTION** in the students' workbook. The first class introduces students to the rationale which supports the curriculum of **MAKING CHOICES.** You will begin by establishing your expectations for the class and clearly stating any concrete parameters such as homework assignments, class attendance and grading requirements. Explain that on most Fridays we will have a special class called **FRIDAY FORUM**. We will discuss the exact format of those **FRIDAY FORUMS** during our next class.

Next have the students become familiar with the **FOREWORD** and the **INTRODUCTION.**

This can be done by having the students read these silently, by having a student read aloud to the class or by an oral presentation from the teacher.

LECTURETTE:

Thousands of people have had the commitment and courage to explore our world. They possessed an uncompromising passion, one that drove them to risk life and limb to test their skills–to search the unknown. It was this passion that inspired German navigator, Martin Behaim, to show that the Earth is spherical in 1492.

Also believing the world was round, Christopher Columbus was convinced he could reach the East by traveling West. Of course it was during this search that Columbus arrived in the New World, reaching the Bahamas in 1492.

Juan Sebastian Del Cano sailed in 1519 as the master of the "Concepciòn," one of the five ships in Ferdinand Magellan's fleet. After Magellan died Cano took charge and became the first navigator to complete the circumnavigation of the Earth.

In 1607 Henry Hudson led an unsuccessful search for a Northeast Passage between Europe and China via the North Pole. In 1610 he sailed into North America, entering what is now known as Hudson Bay.

James Cook successfully explored the sea ways and coasts of Canada and conducted three expeditions to the Pacific Ocean. He landed in the Hawaiian Islands in 1776. He, too, was searching for a way to get from the Atlantic to the Pacific through the non-existent Northwest Passage.

Mary Kingsley, a quiet English traveler, became the first European to enter parts of Gabon, in Africa. In 1893 she ascended the Ogooué River through the country of the Fang, a tribe with a reputation for cannibalism. Later she became an advocate for black Africans.

Not even twenty years after the Wright brothers flew at Kitty Hawk, Bessie Coleman became the first licensed black pilot in the world. She used her skill as a "barnstormer" going from town to town giving exhibitions and taking people for rides. She wanted to encourage young black men and women to become pilots. She also fought segregation by refusing to perform unless black people were allowed into the audience through the same gate as white people.

Amelia Earhart was one of the world's most celebrated aviators and the first person to fly solo from Hawaii to California, a longer distance than from the U.S. to Europe. She also took an active part in efforts to open aviation to women and end male domination in the new field.

Each of these explorers had something in common. Each had a strong desire to make a contribution to the world in which they lived. They turned this desire into a commitment to reach a goal. In order to reach their goal, they mastered a skill. They used their skill to push beyond the known.

To become a master, one finally attains a level of skill that becomes, through practice, a habit. Habits are automatic responses to the task at hand. Work seems incidental because we know we are doing quality work. When we do quality work it feels good. Once we master a skill, we don't have to concentrate on the details of the task, so we are able to be creative. We gain confidence and we can set higher goals.

*Do you remember how good it felt when you mastered the skill of riding a bike? At first your mind was focused on steering, peddling at the right speed and balancing your weight. But, with perseverance and practice these skills became automatic. Having mastered this skill gave you the freedom to explore. Now you can hop on your bike and think about your destination—your goal.**

In the cases of the explorers mentioned here, many years of apprenticeship and study preceded their adventures. They set out in the world to test their skills. They reached a level of expertise that gave them the confidence they needed to pursue their dreams—to conquer the unknown!

---

* *If you haven't learned to ride a bike, perhaps you can think of another skill you have mastered. Learning to walk is a skill you have mastered, but you probably don't remember the experience!*

Henry Hudson grew up in the docks' area of London's East End. As a young person he was surrounded by talk of the sea. He grew up in a house where navigators planned what became the first attempt to find a Northwest Passage from Europe to Asia.

Christopher Columbus went to sea at the age of 14 and spent most of his life sailing and exploring. He was so sure of his skills that he convinced nations to finance his explorations.

Amelia Earhart mastered her skill as an aviator and used this skill to prove that women are as capable as men in piloting an airplane.

Bessie Coleman believed the airplane would change the future of the world and she wanted her people to have the same opportunities as white people.

You can master skills and become a successful navigator in your own life. First you need to be willing to learn, and practice what you learn. As you master skills you will feel good about your work. You will be more free to set goals and explore "new worlds."

One way to become a successful navigator is to become a successful student. Being successful in school means more than simply meeting the requirements of the school or the teacher or the class. Your first commitment to learning is to yourself. Learn so that you will have the skills to adventure. Learn so you will have the freedom to choose. Learn so that you will make a difference.

Learn until it feels good!

You can see by listening to this lesson that people who have become famous spent a lot of time and hard work to learn skills. Having these skills made them strong believers in their own capabilities. In fact, they were so strong that they risked and gave their lives for what they believed. They helped change the world.

After presenting the LECTURETTE, ask the students to think for a moment about what it means to become navigators of their own lives.

Have students discuss the following questions:

- *What happens to people who have goals but haven't developed the skills to reach their goals?*
- *Some people risk their lives to achieve their goals. What do you think is worth risking one's life for?*

For this question, list the answers on the blackboard.

- *Name some people who are famous today.*
- *List the skills they have mastered.*

Now think about an activity or task in your own life that you were prepared for and think about a time when you did not prepare for that same activity or task. Think about the answers to the following questions:

- *1. What happened when you were prepared?*
- *2. What happened when you didn't prepare?*

- *3. How does this example relate to this class? and to your life?*

Take a couple of minutes to write the answer to #3 in your ***Thoughts for Today***.

SUMMARY/KEY POINTS

- Famous people have had to work hard to acquire skills to become successful.
- Once you have mastered a skill, the mind becomes focused on setting and achieving goals. Having goals makes your choices clearer.
- It is important to acquire skills that will help you be the successful navigator of your own life.
- If you are well prepared, you will be capable of MAKING CHOICES that are in your best interest.
- Many people may influence your choices, but YOU ARE THE NAVIGATOR OF YOUR LIFE—YOU ARE "MAKING CHOICES."

ASSIGNMENT:

Today we have talked about explorers and people with goals and skills. Your assignment for the next class is to identify someone that you feel was a successful "explorer." This can be someone from history or a modern day figure. Write a paragraph explaining what his or her goal was. What skills did he or she master to attain that goal? How did the explorer acquire the skills they needed to become successful? Why did you choose this person?

This **Explorer With a Plan** assignment will be due at the beginning of Lesson Two, Chapter One.

Note: This should be a written assignment because at the beginning of Lesson Two, Chapter One you are going to want to be able to quickly tabulate the number of explorers who are male and the number who are female.

LESSON TWO—Friday Forums

Objective: **Students will become involved in the program through student-directed forums which give them an opportunity to utilize some of the skills they are learning and developing.**

When so rich a harvest is before us, why do we not gather it?
All is in our hands if we will but use it.
—Elizabeth Seton

TEACHER PREPARATION:

Copy the sample list of topics or create a sample list which is appropriate for your class(es).

Before the program begins, prepare a blank bulletin board labeled **MAKING CHOICES–FRIDAY FORUMS**. You will eventually be hanging several open brown lunch bags or manila envelopes on the board. Each paper bag or envelope will be labeled with a broad topic as chosen by your class(es). Since these will be temporarily *hung* on the bulletin board, they can easily be changed as classes change. Friday forum planning sheets are located in the back of this guide. We recommend that you place these planning sheets in your book to coincide with the actual dates of your scheduled Friday Forums.

MATERIALS NEEDED:

Envelopes or brown bags

Stick-on labels

Push pins or hooks so that envelopes or bags can be attached to bulletin board

SAMPLE TOPICS:

- THE WORLD TODAY
  - Politics
    - Local
    - National
  - Environmental Issues
  - Hunger
  - Economy/Employment
  - Foreign Relations

- TEEN HEALTH ISSUES
    - Mental Health
    - Access to Health Care
    - School Based Clinics
    - Nutrition
    - STDs/HIV
- TEENS AND VIOLENCE
    - Gun Control
    - Gang Relations
    - Juvenile Justice
    - Date Violence
    - Domestic Violence
    - Sexual Assault
- CRIME PREVENTION
    - Community Service
    - Block Watch
    - Volunteer Patrols
    - Resource Officer at School
    - Peer Support Groups
    - "Safe" Rides (Students Without Transportation)
    - Campus Security
    - Peer Leadership Training
    - Closed/Open Campuses
- TEEN PREGNANCY AND PARENTING
    - Continuing Education
    - Child Care
    - Parenting Classes
    - Sexuality Education
    - Health Care
- PREJUDICE REDUCTION
    - Cultural Sensitivity
        - Cultural Learning Opportunities
        - Conflict Resolution
- SUBSTANCE ABUSE
- SOCIAL ACTION
    - People Making a Difference
        - Youth
        - Adults
    - Projects Where We Can Make a Difference

ACTIVITY:

Have the students open their workbooks and turn to the table of contents. Review the table of contents with them and tell them you will be utilizing this workbook during daily classes.

Explain to the students that most Fridays will be used for "Open Forum". Fridays can also be used to "catch up" if the class has fallen behind schedule or for guest speakers as appropriate. *Occasionally a **FRIDAY FORUM** might need to be moved to another day to accommodate scheduling but the majority of the time we will have open forums on a Friday. We can use this forum to discuss the activities we have been doing that week or we can use it to discuss issues that are of concern to you. In order for this to become your forum, I want you to participate in designing those classes.*

During the semester the teacher might want to reserve a couple of **FRIDAY FORUMS** to allow for special circumstances such as a national or international crisis, a student death, a local current environmental concern, etc. If the teacher feels that this might be a good idea, expose the students to that concept when initially explaining the concept of **FRIDAY FORUMS**. Tell the students you would like to have one or two opportunities to plan a **FRIDAY FORUM**; *DO NOT* just spring an imposed subject on the students or the **FORUMS** will lose some of the impact of being student directed.

Review the list on page 13 of the student workbook. Feel free to add or delete any items based on the issues you perceive to be the most important to your class members. The list is an example ONLY. You will want **FRIDAY FORUMS** to be used to discuss issues that *they* have selected. For the **FRIDAY FORUMS** to be most effective, these topics should relate to issues that they as teens feel important and that **they have chosen**. They should select at least five BROAD CATEGORIES so they have a variety of topics and no more than ten to twelve so that at least one issue from each category will be discussed.

Ask the students to review the lists and decide if they think any of these are important topics. Tell them they may use any or all of these topics or they may create their own list. This should be done on a scratch piece of paper because they will probably make changes as they work on this.

What you want them to do is decide which are the five most important BROAD CATEGORIES to them. (Some of the sample sub-topics may become BROAD CATEGORIES for them).

Ask them to prioritize these categories one to five. Now ask them to try to list five sub-topics under each category and then prioritize these sub-topics one to five.

Next ask for students to give you their #1 BROAD CATEGORY. List all of the different ones on the board. (You will find that many of the topics will be the same or similar so they can be grouped together). Continue this process with #2 asking if anyone has any #2 that hasn't already been listed. Continue the process with #3-5. This process should help you determine the five to ten or twelve most mentioned BROAD CATEGORIES. These categories should become the BROAD CATEGORIES for this class's **FRIDAY FORUMS**.

After they have chosen several BROAD CATEGORY headings (some of the sub-topics above may become a main topic), make a set of labels for the envelopes/bags. While you are doing that, ask students to use their sub-topics as guides to write **FRIDAY FORUMS** topics each one on a separate slip of paper.

For example:

Topics under Teen Health might be:

- School-Based Clinics and Condom Distribution on Campus
- Nutrition - Are School Lunches Healthy?
- Substance Abuse and Availability of Drugs on Campus

Encourage students to put as many topics as they would find interesting under each category.

Mark a set of envelopes/bags for each class. The envelopes/bags should be marked in such a way that class identification is easy. This might be as simple as having the class hour written on each one or having them color coded in some way.

Each class's envelopes/bags should be on the bulletin board during their class so that students can continue to add topics as they think of them. The task of putting the class's envelopes up and taking them down could be assigned to one student.

The students should put their slips of paper into the appropriate envelope/bag. Tell the students the procedure for how these topics will be used:

At least one week prior to a **FRIDAY FORUM**, select a category and topic #1 to be discussed (some days you will discuss more than one topic - depending on student interest and input).

This will give students an opportunity to plan for the forum by

- formulating their own opinions on the subject
- bringing in an article, brochure, etc. that pertains to the subject
- interviewing someone else on the subject or preparing in a variety of ways

Each week assign two or three students the responsibility of facilitating the next week's **FRIDAY FORUM**. This will assure that each student in the class has an "in depth" involvement in at least one **FRIDAY FORUM**. A form for this assignment is on page 14 in the student workbook.

Selection of the category and topic within the category can be accomplished in several different ways:

- a different category each week
- random selection by drawing
- random selection of a student who will then select a category

The topic within the category could also be done in a variety of ways:

- students take turns drawing randomly
- teacher draws randomly
- teacher reviews items in envelope and prioritizes by the number of requests for a topic

FRIDAY FORUMS can be conducted in a variety of formats. This is an opportunity for both students and teacher(s) to be creative.

Some suggestions are:

- *open "rap" session*
- *formal debate*

- *panel discussion*
- *"talk show" format with the teacher or a student acting as host*
- *"agree, unsure, disagree" continuum*

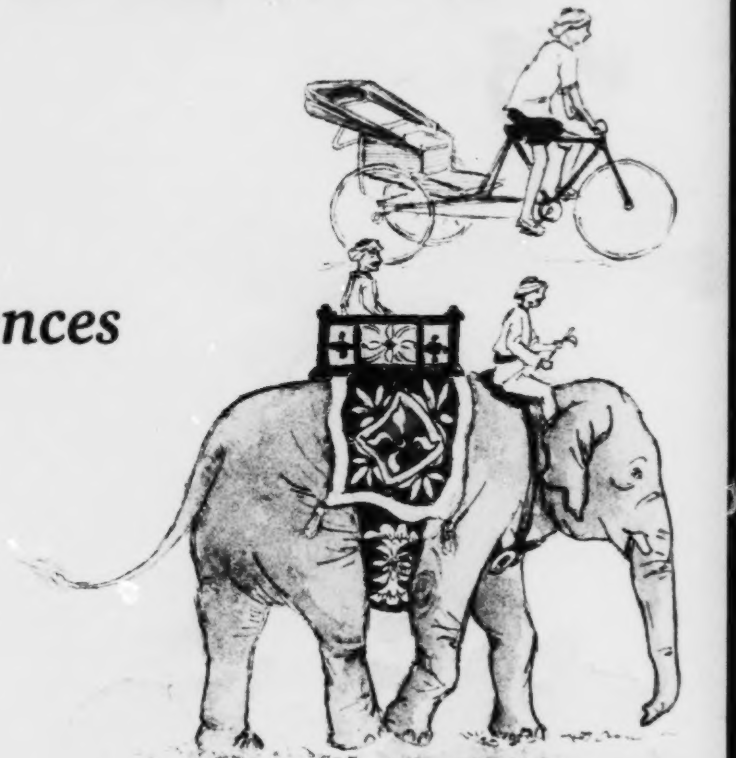
SUMMARY/KEY POINTS

- Remind students that they may add to their envelopes/bags during any class.
- Forums will be their opportunity to utilize many of the skills that they will be learning in **MAKING CHOICES**.
- If they have any suggestions for these days, they should share them with you.

ASSIGNMENT:

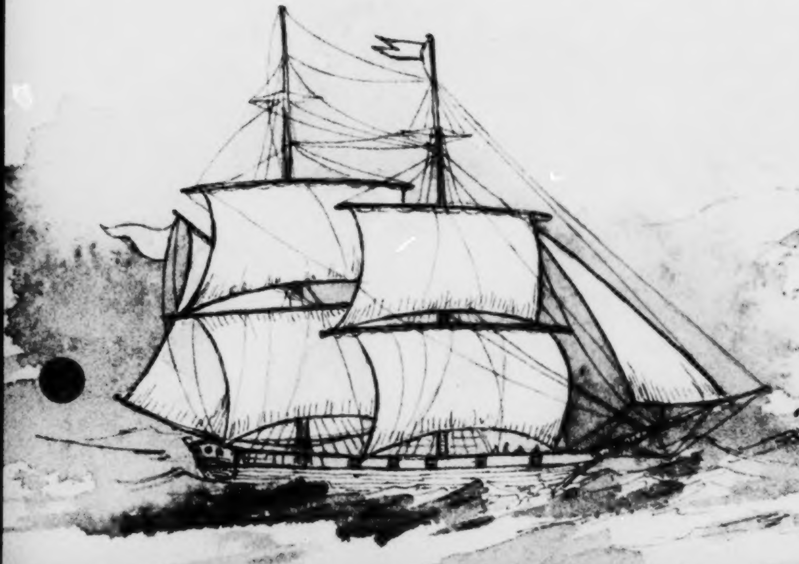
Remember to have your paragraph on an "Explorer With a Plan" prepared for our next class.

NOTES



BOOK ONE

Appreciating Differences



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CHAPTER ONE Gender Equity

Objective: Students will learn techniques for recognizing and neutralizing gender bias in their own lives.

LESSON ONE—Recognizing Gender Bias

Objective: Students will explore the meaning of gender bias.

> *. . . words are more powerful than perhaps anyone suspects, and once deeply engraved in a child's mind, they are not easily eradicated.*
>
> — May Sarton

LECTURETTE:

Gender bias begins before a baby is even born. These days parents often learn the sex of their child before it is born. Can someone tell me how that is done? (Through tests such as amniocentesis and ultra sound. Explain these tests if there seems to be an interest.)

Parents buy pink clothing and accessories for girls and blue clothing and accessories for boys. Adults give girls "girl toys"–baby dolls and fashion dolls, miniature kitchen ware and housekeeping tools, pink and purple stuffed dogs and ponies with bows in their hair. Adults give boys "boy toys"–action figures and vehicles, construction sets and tool kits, dinosaurs and monsters.

Sex discrimination is not all toys and games. Starting very early, girls are repeatedly rewarded for being polite, behaving well and looking pretty, while boys are rewarded for making objects, completing projects and winning.

These behaviors are called "reinforcers." When a behavior is reinforced consistently, it becomes a habit. Most girls fall into the habit of caring more about how they look and how well they are liked by others. When girls aren't reinforced for what they can do, they become passive and dependent. As a consequence, girls don't think they are capable of acquiring important skills, such as science and math, that could lead to higher paying jobs.

Even though most women either support their family or help support their family, they earn far less than men. Do you know how much money an American woman earns compared to every dollar a man earns? (Answer: 75¢) Today, 42% of women workers are in jobs that pay below *poverty level wages (U.S. Bureau of the Census, Income and Poverty Branch, February 1992).*

American women have had to work hard for many years to gain equal power with men. For instance, American men had the right to vote for 125 years before American women were allowed to vote. Can you think of other ways women have had to work to gain power in our country? (Example: There are still more men in decision-making positions than there are women, but women organized their support during the 1992 election and women won more elected governmental positions.)

Are girls really less capable than boys? Not at all! In fact, most of the differences that we find have more to do with family, social and cultural experiences and expectations than with capacity.

Studies conducted within the last twenty years suggest that girls and boys have virtually the same range of abilities in reading, writing and mathematics (Keating, 1990; Linn,1991). *On the 1990 National Assessment of Educational Progress in Mathematics, the average performance for boys in eighth grade was 266 and for girls 264, a small difference; yet 22% of boys and only 14% of girls strongly agreed with the statement: "I am very good at mathematics."* (Mullis, Dossey, Owen and Phillips, 1991)

*Prior to puberty boys and girls are very similar in physical development. The major difference is in motor skills. What are motor skills? (*the ability to throw, run, jump, etc.*). But, the difference is probably due more to practice and opportunity than any biological gender differences* (Thomas, French, Thomas & Gallagher, 1988). *Can you give examples of how, in the past, boys have had more practice and opportunities to develop motor skills than girls?*

From puberty on, boys have a clear advantage in average size and upper body strength (Kreipe & Sahler, 1991). *However, women often hold world's records in long-distance swimming and mushing (dog sled racing) because of their generally greater endurance. Similarly, female endurance cyclists and triathletes are rapidly catching up with their male competitors* (Nelson, 1991).

*In other words, women are catching up with men in athletic events where height and muscle mass are not critical, such as sprint swimming and running. In all likelihood, with continued encouragement of girls and young women, the previous gender differences in strength, endurance and physical skills will continue to decline.**

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* Dr. Heather Johnston Nicholson. "Past the Pink and Blue Predicament," (New York: Girls Incorporated. 1993)

ACTIVITY:

- Collect the **Explorer With a Plan** assignments from the Introduction, Lesson One.
- Administer Student Career Survey on pages 16-18 of the student workbook. While students are completing the survey, tabulate the **Explorer With a Plan** assignments by simply counting the number of male and female explorers chosen by the students.
- Post the number of males and females selected by students in the **Explorer With A Plan** assignment from the Introduction. After students have completed the survey, ask the following questions:
  - *How many females selected a male explorer? A female?*
  - *How many males selected a female explorer? A male?*
  - *Why did you select the person that you did?*
  - *Did you consider gender in your selection?*
  - *If you were given the same assignment today, would gender be a consideration? Why or why not?*

SUMMARY/KEY POINTS

- The objective of this class is to make you aware of the meaning of gender bias and have you examine how it affects or does not affect you.
- Gender bias can be limiting for both males and females.
- It is important to be aware of whether or not some of the decisions you make are affected by gender bias.

Note: At the end of class you will collect the students' workbooks so you can tabulate the results before the next class.

ASSIGNMENT:

- *Think of an example of gender bias in your own life or lives you have observed.* **The teacher should give an example appropriate to the class before her/him.**
- *Be able to discuss why you think it is gender bias. If you have not experienced or observed gender bias, be able to support the statement:*
  "I don't think gender bias exists because. . . ."

STUDENT CAREER SURVEY*

Directions:

We would like to know what you think about careers and work. Please react to the following statements by checking the answer that best describes how you feel about each statement.

	Agree	Disagree	Not Sure
SCHOOL SECTION			
1. In our school, teachers treat boys and girls the same way.			
2. Teachers help me consider many different career choices, including those that are non-traditional.			
3. In our school, there are courses that are clearly "boys' courses" and "girls' courses."			
4. Teachers expect the same thing from girls and boys.			
5. In my classes, boys and girls are placed in separate groups for activities or projects.			
6. I believe I have the right to enroll in any course in the school.			
I will plan my high school classes based on:			
7. my interests			
8. what I am good at			
9. what my friends are taking			
10. what I need for college			
11. what I need for career			
In school, I am encouraged to do good work in:			
12. math			
13. science			
14. reading			
15. Doing good work in school is important to me.			

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* This exercise is adapted from the *Wisconsin Model for Sex Equity in Career and Vocational Education,* First Edition ©1990, Wisconsin Department of Public Instruction, pp 202-203, Barbara A. Bitters and Susan Foxwell, authors. Printed with permission.

	Agree	Disagree	Not Sure
16. Doing good work in school will help me prepare for a good career.			
WORK SECTION			
17. Most women work because they need the money.			
18. Most people living below the poverty level are women and their children.			
19. Women and men should be trained to get good jobs.			
20. Nine out of ten women work for pay sometime during their lives.			
21. Most men work because they need the money.			
22. Women make up 8% (two out of 25) of engineers in the United States.			
23. Engineers make an average annual salary of $49,000.			
24. 99% of all secretaries are women.			
25. Secretaries earn average annual salaries of $12,000.			
26. Overall, women make 65¢ for every dollar men make.			
27. "Women's jobs" and "men's jobs" are becoming a thing of the past.			
FAMILY SECTION			
28. Today, more and more children live in homes with just one parent.			
29. I learn about different careers from watching TV.			
30. In our family, males and females share jobs at home.			
31. I plan to have a career.			
32. I plan to have a family and a career.			
33. In most families, both parents work at jobs outside the home.			
SELF-AWARENESS SECTION			
34. I would like to find out more about possible careers.			

	Agree	Disagree	Not Sure
35. The career I choose is important to my parents.			
36. I feel good about myself.			
37. I feel I could be whatever I want to be when I grow up.			
38. How I feel about myself affects how well I do.			
39. I enjoy learning to do new things.			
40. I feel that I am good at many things.			
41. My parents would support my career choice.			
I plan to get help in planning my career from: 42. parents			
43. teachers			
44. school counselors			
45. other people I know			

FOR THE TEACHER

Generally speaking. . .

1. Did the students seem to experience gender bias in school?

	Yes	No
Girls		
Boys		

2. What were the determining factors for selecting high school classes?

	Girls	Boys
Interests		
What they're good at		
Classes friends take		
What they need for college		
What they need for career		

3. In which subjects did students feel they were encouraged to be good?

	Girls	Boys
Math		
Science		
Reading		
All		

4. Did the students feel doing good work in school was important?

	Yes	No
Girls		
Boys		

5. Did students feel doing good work in school will prepare them for a good career?

	Yes	No
Girls		
Boys		

6. Did you get the feeling that students felt men and women were equal in the work place?

	Yes	No
Girls		
Boys		

7. Did you get the impression that students felt they needed to prepare for both careers and families?

	Yes	No
Girls	____	____
Boys	____	____

8. Did students appear to feel confident and supported when completing the self-awareness section?

	Yes	No
Girls	____	____
Boys	____	____

9. From whom did most students indicate they would seek help with career planning?

	Girls	Boys
Parents	____	____
Teachers	____	____
School Counselors	____	____
Others	____	____

LESSON TWO—Personalizing Gender Bias

Objective: Students will be able to personalize the concept of gender bias.

> *We seldom speak of the virtue which we have, but much oftener of that which we lack.*
>
> — Oliver Goldsmith

TEACHER PREPARATION:

- Tabulate and analyze results from the survey administered in the last lesson using the Tabulation Question Form at the end of the previous lesson.
- Although this survey will not be scientifically rigorous, you can develop several "General Conclusion Statements" for each section. Example: In this class it appears that students feel that teachers treat girls and boys very differently. Or, in this class it appears that students feel that teachers treat girls and boys very similarly.

LECTURETTE:

During the last session, we completed a survey which helps identify our own biases. We have also learned that we are programmed by society and it's the programming which creates our biases. Who can tell me how this programming happens?

ACTIVITY:

- Show a video such as *Making Points, Equal Opportunities** (or another video that illustrates gender bias through role reversal). Or, have your students present the skit on pages 26 and 27 of this curriculum guide.
- Have students record their reaction to the video or skit on page 19 of the workbook.
- Lead a discussion using the following questions:
    - *What was your reaction to the video (skit) and why?*
    - *How did you feel about the comments that the boys were making?*
    - *Did you become aware that the comments were actually made by girls before the end? If so, when?*

---

* Call Advocacy Press at 1-800-676-1480 to purchase or rent these videos.

  - *Do you think the girls in our class would walk away when the boys came on the scene? Why or why not?*
  - *What was the major interest of the "girls?"*
  - *What was the major interest of the "boys?"*
  - *Did the comments seem realistic to you? Why or why not?*
- Section by section, share the findings from the surveys the students completed and your conclusion statements. Ask the following questions:
  - *Do you think this information is helpful to you? Why or why not?*
  - *Do you think this information impacts males and females in the same way? In different ways? Why? Why not?*
- If you have time, have students list examples of gender bias in their own lives.
  - Small group—Break into small groups, select a recorder, have students list as many examples as possible of gender bias for teens.
  - Large group—Have students share results of small group work.

SUMMARY/KEY POINTS

- Gender bias exists.
- The objective of this class was to make you aware of the meaning of gender bias and have you examine how it affects or does not affect you.
- It is important for you to analyze whether or not you feel gender bias affects you personally.

ASSIGNMENT

Find an example of gender bias in politics and be able to state the reason you think it is gender bias. This can be from a newspaper or magazine article. Bring the article to class. If your example comes from TV, film, or radio, cite the source. Write a paragraph about the example and why you think it is gender bias. Enter this assignment in your **Thoughts for Today.**

ROLE REVERSAL SKIT
SCENE: Indoor Shopping Mall

CAST:

Boy Group: Tom, Jamal, José, Sam and Alex

Girl Group: Nancy, Juanita, Kim, Pam, Kenya

(In this skit, the boys are going to behave like girls and the girls are going to behave like boys. This information is not to be revealed to the audience, however.)

Scene opens with boys sitting in the center court of the mall, a popular place to "girl watch."

Tom: "Hey, Jamal, come on over and sit with us!"

José: "Yea, hurry before the girls see us."

Jamal: "Look at the awesome shirt I just bought! Wanna see it?" (He opens the bag he's carrying.) "It is so neat, and it was on sale. My dad is going to kill me, 'cause I spent my lunch money on it, but I can just skip lunch this week. I've got to watch my weight anyway."

Sam: "Let me see, let me see!"

Alex: "Wow, it's great! I love the color! It will look perfect with your brown eyes. Hey, I've got a pair of pants that will really look good with it. You can sure borrow them if you want to."

Jamal: "Gee thanks, maybe I'll take you up on that. (Smiles) I've got a date with Kenya tomorrow. (Giggles) I want to look really good for her. (Combs his hair) I'm hoping she'll ask me to go steady."

Sam: "I'll never get a steady girlfriend. My face is always breaking out and now my dad says I'll probably have to have braces. Besides, I don't know a single girl who would even ask me out."

Alex: "Look! There goes Kim. She is so cool. She's not the smartest girl, but she has so many friends, and I love her car."

Tom: "Yea, she and her friend Pam are really good athletes, but they barely passed this year. I think the coach helps them, if you know what I mean. I hope you aren't thinking about dating her."

José: "I wonder how they will ever support a family if they don't concentrate more on school. Maybe I should volunteer to tutor them. I'm really good at math. You know, you can't get very far these days if you aren't good at math and science."

Jamal: "What do I care? I'm not planning to work after I get out of school. I just want to get married and be a father. My dad didn't go to college and so what? My mom makes all the money in our family!"

Sam: "My mom says I have to go to college. She says it's a big mistake to rely on someone else to support you. Of course, she should know; since they got a divorce, my mom has to give all her money to support my dad and us kids."

José: "I have goals, you know. I want to go to college so I can make good money. My dad has a good job, but he says he still only makes about half of what the women make in his company."

Sam: "You guys want to go to the food court and get a sundae? They're having a two-for-one sale. We could pool our money!"

Alex: "No way! I've been dieting for days and I need to be able to fit into my new suit for prom. Nancy has a fit when I gain weight. Besides, I have to save my money so I can get my hair styled on Monday."

Sam: "Gol, I wish I could go to prom. Dad says to just go with my sister, but I feel dumb. It's just like telling the whole world you can't get a date."

(Kenya and Kim walk up to the group.)

Kim: "Hey, guys, what you doing? Shopping?" (She jabs Kenya and winks.)

Kenya: "Yea, I see a lot of packages there."

Kim: "Wow, Alex, you sure look cute today!"

(Nancy, Juanita and Pam walk over and sit down. Nancy sits by Alex and puts her arm around him. Kenya walks over to Jamal and holds his hand but is careful so that the other girls don't see.)

Nancy: "Hey, Kim, keep your hands off my guy!"

Juanita: "You girls want to shoot some hoops? We have just enough time before the sun goes down!"

Pam: "OK, but I can't be late for work tonight. So let's go now if we're going to do it."

Nancy: (Winks at Alex) "See you around." (The girls leave.)

Alex: (Giggles) "See you Nancy. I'll call you later. (Turns to group) "Do you think she likes me?"

LESSON THREE—Gender Bias in Politics

Objective: Students will become aware of and participate in a discussion of gender bias in politics.

> *I am more afraid of an army of 100 sheep led by a lion than an army of 100 lions led by a sheep.*
>
> —Talleyrand

LECTURETTE:

It is no secret that women were long excluded from political life in our country. Beginning in the late 1700s "motherhood" was the primary argument against women's political participation. Why would people believe that motherhood and citizenship are two different kinds of practice? The theory that defends the position that they are different would have us believe that if we demand that women act as "citizens," then we must demand that they act like men, who provide the standards for citizenship. This is to deny that women have anything to contribute to political life that is distinctive or different.

*Beginning in the late 18th century, feminists have asked why, given the importance of mothers' tasks, motherhood was not a qualification for citizenship, or even part of citizenship. Actually, as governments from the late 19th century onward became more interested in the "quality," as well as the "quantity" of the population, motherhood has become of direct political concern.**

Women, after all, are the producers of the next generation of citizens!

TEACHER PREPARATION:

Make a *Women and Politics Time Line* on butcher paper and hang it on the board. Use information provided on pages nine through twelve in the workbook.

Gather current information on the present composition of the Senate, House, other elected positions and top level appointments at the national and state level. Or, you may want to make this a research project for the class. To do so you will need to make the assignments well in advance of this class.

---

* From "The Political Incorporation of Women," by Carole Pateman, Center for the Study of Women Newsletter, UCLA, Winter 1992.

Below, record the information you consider pertinent. Also put this information on the Time Line.

Have students record this information on page 22 in their workbooks.

Female nominations/members for Supreme Court ______________________

____

Female nominations/appointees to Cabinet posts ______________________

____

Female Governors ______________________________________

____

Percentage of female population ____________

Percentage of female representation in Senate ____________

House ____________

State and local female elected and appointed positions ______________________

____

ACTIVITY:

If time permits, have each student report on his or her assignment. If there is not enough time, break students into small groups, have all students give their report within the small group. Have each group select one student's example to report back to the whole class. Bring the students back to a full class and have the person from each small group whose example was selected report and discuss that example.

SUMMARY/KEY POINTS

- Our objective today was to examine gender bias as it relates to politics.
- It is important to be aware of whether or not some of the decisions you make are affected by gender bias.
- Today we discussed gender bias in politics. Tomorrow we will discuss gender bias in the work place or economics.

ASSIGNMENT:

Find an example of gender bias in the work place or economics and be able to state the reason you think it is gender bias. This can be from a newspaper or magazine article. If so bring the article to class. If your example comes from TV or radio, cite the source.

Write a paragraph about the example and why you think it is gender bias. Enter this assignment in your **Thoughts for Today**.

Note to Teacher: You may want to collect several examples prior to giving this assignment so the students will have specific ideas of what you are asking them to look for.

LESSON FOUR—Wealth, Poverty and Glass-ceiling Jobs

Objective: Students will become aware of the economic inequities in the job market.

> *I came from a poor and humble background. I did not come from a family of people who had a poverty view of the world. I came from people who viewed the world as attainable.*
>
> — Faye Wattleton

LECTURETTE:

The wage gap between women and men is one of the oldest and most persistent symptoms of gender inequality in the United States. Although women are making headway in the labor market, the wage gap has not narrowed significantly. Women are still earning less than men who are doing the same job. (In 1992 women earned 75¢ for every dollar men earned). And, fewer women are promoted to high-level positions. Women who have the same experience and education as men are often passed over while promotions are given to men. These women have hit the "glass ceiling." The glass ceiling is a metaphor for a woman's inability to advance beyond a certain level of employment due to undefined and unexpressed limits imposed by society or an organization. For example, there is no law against a woman achieving the rank of President of the United States; however, as of 1994, no woman has been nominated for this office.

The vast majority of families living in poverty are headed by single mothers. Many women are forced to depend on support from the government because they can't make enough money to support their families.

Pay equity is, therefore, one of the most important issues affecting all women. The issue is especially significant to women of color who continue to suffer the brunt of economic discrimination in today's society.

ACTIVITY:

- Administer the Gender/Salary Test on page 23 in the workbook.
- Discuss answers with students.
- Review the average salaries by occupation and read the case studies. If time permits, have each student report on his or her assignment from the previous class. If there is not enough time, break students into small groups; have all students give their report within the small group. Have each group select one

student's example to report back to the whole class. Bring the students back to a full class and have the person from each small group whose example was selected report and discuss that example.

- Now that you are more aware of gender bias in politics and the work place, list in your **Thoughts for Today** at least two concrete actions you might take to make others aware of this or to help change some of the bias.

SUMMARY/KEY POINTS

- Gender bias creates inequities in the work place.
- Gender bias can be limiting to both males and females as they make career choices.
- It is important to assess how gender bias does or does not affect you.
- We will continue to explore gender bias and gender equity during our next several classes.

ASSIGNMENT:

Define non-traditional career for the students: A career in which 75 percent or more of the participants are of the opposite gender. Example: Nursing would be a non-traditional career for a male. Race car driving would be a non-traditional career for a female.

Be able to answer the following question: Who do you think is more likely to enter a non-traditional field-male-or-female and why?

Have the students research local salaries and complete column three, page 23, and pages 24 and 25 in their workbooks.

LESSON FIVE—Non-traditional Jobs and Careers

Objective: Students will become aware of non-traditional jobs/careers

> *If you can imagine it, you can achieve it. If you can dream it, you can become it.*
>
> —William Arthur Ward

TEACHER PREPARATION:

Today we will discuss non-traditional careers as they relate to gender bias and gender equity. In Book Four, Chapter Ten, Lesson Two, we will revisit the topic with the emphasis on non-traditional careers as part of career exploration.

Teachers should begin collecting any current articles or information they find about non-traditional careers to use as resources for discussion in Book Four. Remember, the textbook contains readings as well as a resource list to assist you in gathering information on this topic.

WARM-UP EXERCISE:

Tell the students you are going to begin today's class with a riddle. Ask them not to call out the answer. If they've heard the riddle before and know the answer, give the other students an opportunity to try to solve it.

Read the following riddle.

A mother and her daughter went out for the evening in the car. On the way home they were in an accident and both knocked unconscious. Two separate ambulances took them to the Emergency Room at the hospital. The daughter arrived first and was taken to the examining room. The nurse came into the room and exclaimed, "Oh no! I can't treat this child. That's my daughter!" How could the nurse be related to the child?

This riddle can be changed to have father and son (daughter) in the accident and the doctor who first examines the child exclaim, *"Oh my God! I can't treat this child. This is my son (daughter)!"* How could the doctor be related to the child?

In either riddle the nurse should be male and the doctor female. In today's society, it is probably more likely that students will guess that the doctor is female than that the nurse is male. **Note: If you find this is true, ask why students think women are more likely to be doctors than men are to be nurses.**

- ***Do you think most people automatically assume the doctor is a man and/or the nurse is a woman? Why or why not?***

LECTURETTE:

How many of you have flown in an airplane? Even if you haven't, imagine that you are taking an airplane trip.

Raise your hand if you would feel comfortable flying in an airplane if the pilot was a man.

Raise your hand if you would feel comfortable flying in an airplane if the pilot was a woman.

Raise your hand if you would feel comfortable flying in an airplane if the pilot was a woman and the co-pilot was a woman?

Raise your hand if you would feel comfortable flying in an airplane if the pilot, co-pilot and all of the flight attendants were women?

(If the class demonstrates that the majority is more comfortable with male pilots, acknowledge that this is a typical response and ask why they think it's typical.)

True, most pilots are men. Because most pilots are men, we generally feel more secure knowing that a man is in charge of an airplane; that is what we are used to; it's traditional. But, given the proper training and experience, women are actually just as capable of piloting a large aircraft as their male counterparts.

On the other hand, many parents prefer hiring girls as baby-sitters rather than hiring boys. Can boys care for children as well as girls? Why then do you think parents feel more comfortable leaving their children with girls?

What are some other traditional careers for men? What are some traditional careers for women?

If you think the example used in the lecturette is not appropriate for the cultural or economic make-up of your classroom, make up a story of your own.

ACTIVITY:

- Have the students look on page 26 of their workbook and complete the "Career Scramble."*
- As students are completing the scramble, write the following categories on the board.

Pilot
Astronaut
Supreme Court Justice
Attorney General
Union Leader
Congressperson
Network News Co-anchor
Race Car Driver
Surgeon General
Bank Robber
Olympic Track Athletes
Vice-Presidential Candidate

- After students complete the scramble, go over their answers.
- Beside each category, list the number of students who picked the male from the category and the number who picked the female.
- After completing all categories have a discussion on the gender findings.

Discussion:

- *Were more males or females chosen?*
- *Why do you think this is true?*
- *Were there some categories that you definitely felt were male and never considered a female? If so, which ones? If not, why not?*
- *Were there some categories that you definitely felt were female and never considered a male? If so, which ones? If not, why not?*

- Ask the students for a show of hands if they found a male or female in a non-traditional career for their homework assignment from the last class. Record the numbers on the board. Ask the following questions.
  - If there are substantially more of one gender than the other, why do you think this is true?
  - Have any of you thought of pursuing a non-traditional career? If so, what is that career?

SUMMARY/KEY POINTS

- There are many opportunities for both males and females in non-traditional careers.
- Some of you may choose a non-traditional career and many of you will not. Whether you do or do not consider a non-traditional career, it is important to explore all the various options you have as you make career decisions.

---

* Adapted from *Adolescent Parent Resource Guide,* Ohio Department of Education, p. 973. Printed with Permission.

ASSIGNMENT

Think of someone in a non-traditional career that you consider very successful and write a short paragraph about that person and her/his career choice.

We will refer to this paragraph when we get to Book Four, Chapter Ten on Career Planning. Lesson Two will be on non-traditional careers; therefore, I'm going to have you record your paragraph in your workbook on page 162 which is in Chapter Ten, Lesson Two.

LESSON SIX—Laws and Sexual Harassment

Objective: **Students will become aware of the difference in acceptable behavior, sexual harassment and violence.**

Nearly all men can stand adversity, but if you want to test a man's character, give him power.

—Abraham Lincoln

TEACHER PREPARATION:

- Cite national and local laws and statistics on violence by gender.
- Know your school or agency's policies and procedures on the above issues, if there are written policies.
- Have students fill out pages 27 and 28 in their workbooks during the Lecturette, or as an assignment.

LECTURETTE:

Each person is entitled to his/her personal space. Personal space is an imaginary boundary which each of us draws around our bodies. We are not comfortable when another individual crosses that boundary without our permission. When our personal space is invaded, we have a right to express our wishes that others respect our personal space. When that space is not respected, we have a right to report that person to some authority. The authority could be a parent, teacher, principal, supervisor at work, or law enforcement official. Disrespecting a person's personal space can range from just poor manners to breaking the law. Sometimes it can be very confusing to define when that intrusion ceases to be inappropriate and becomes illegal. Below are some definitions which may help clarify the terms sexual harassment, relationship rights, cycle of violence.

Sexual harassment can be sexy looks, comments, or touches that bother you. It can be a joke, a remark or a gesture. A person knows they are being sexually harassed by the way they feel. If someone says anything about or touches your body in a way that makes you feel uncomfortable, you have a right to tell them to stop. If that person doesn't respect your "no," then you are being sexually harassed.

In a recent study the American Association of University Women identified fourteen types of behavior that could be a part of a pattern of harassment:*

- *Made sexual comments, jokes, gestures or looks*
- *Showed, left or presented sexual pictures, notes, illustrations or messages*
- *Wrote graffiti about a student on bathroom walls, in locker rooms, or in other school areas*
- *Spread sexual rumors about a youngster*
- *Said a child was gay or lesbian*
- *"Spied" as a child dressed or showered at school*
- *"Flashed" or "mooned"*
- *Touched, grabbed or pinched in a sexual way*
- *Pulled at clothing in a sexual way*
- *Intentionally brushed against a child in a sexual way*
- *Blocked or cornered a child in a sexual way*
- *Forced a child to kiss*
- *Forced a child to perform any other sexual act*
- *Pulled clothing down or off*

Relationship rights—a term which defines what goes on between you and another person. That can be any person - a friend, a partner, an acquaintance. You have a right to ask for what you want in a relationship and you also have the right to say "no" to anything you don't want. You also have the right to change your mind. Something that might be acceptable to you in one relationship might not be acceptable to you if another person did the same thing and you have a right to say so.

Include this explanation of the cycle of violence in a relationship:

In relationship violence, either domestic or date, there is always a cycle. Date or domestic violence occurs when one or both parties physically hurt the other. The cycle will continue and eventually escalate unless the person gets out of the relationship or both parties get counseling.

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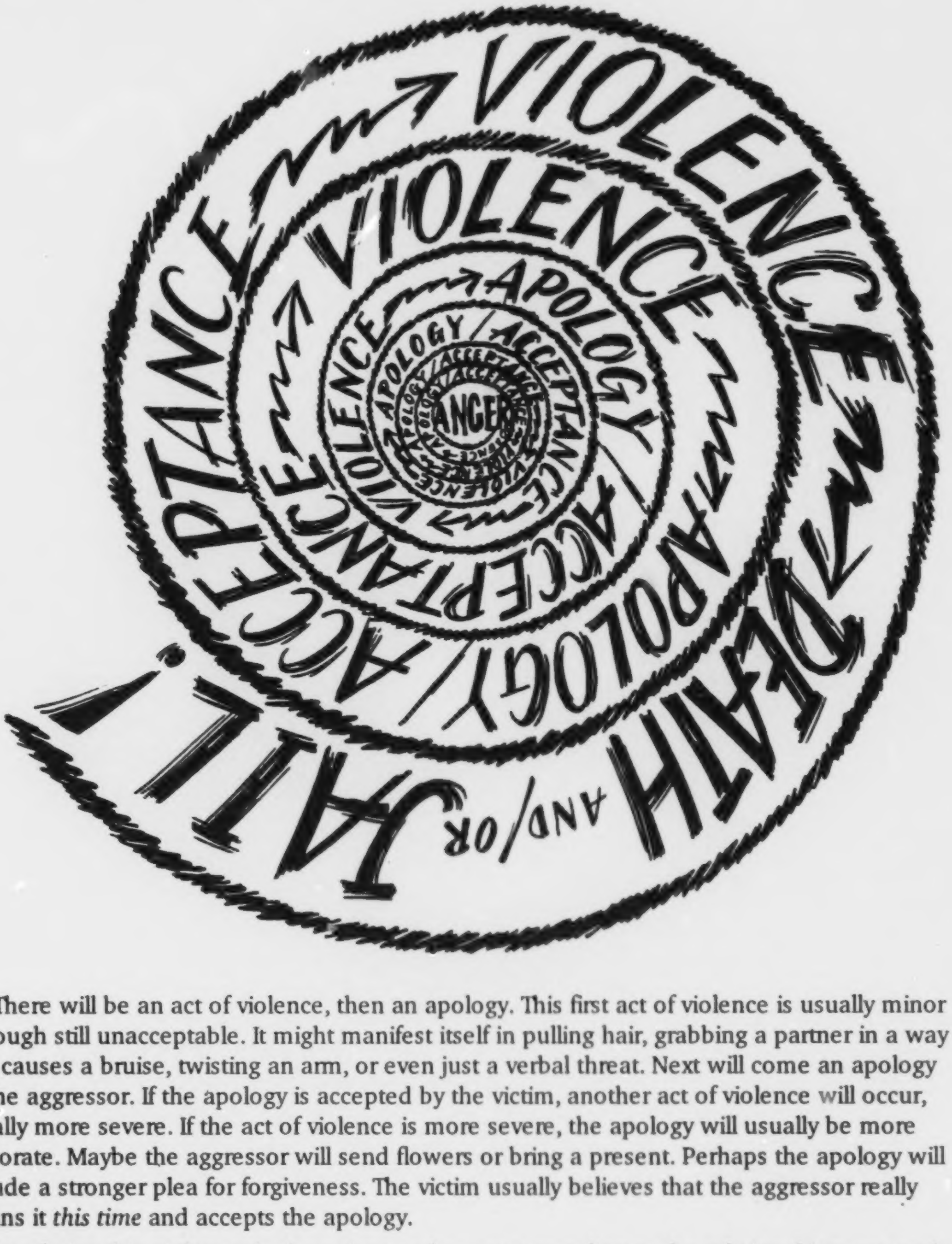
* American Association of University Women, *Hostile Hallways: An AAUW Survey on Sexual Harassment in America's Schools*, 1993.

Put the cycle of violence drawing on the board to show that as the cycle of violence continues, the act of violence as well as the apology usually gets larger:


ANGER
VIOLENCE
APOLOGY
ACCEPTANCE
VIOLENCE
APOLOGY
ACCEPTANCE
VIOLENCE
APOLOGY
ACCEPTANCE
VIOLENCE
APOLOGY
ACCEPTANCE
VIOLENCE
DEATH
AND/OR
JAIL

There will be an act of violence, then an apology. This first act of violence is usually minor although still unacceptable. It might manifest itself in pulling hair, grabbing a partner in a way that causes a bruise, twisting an arm, or even just a verbal threat. Next will come an apology by the aggressor. If the apology is accepted by the victim, another act of violence will occur, usually more severe. If the act of violence is more severe, the apology will usually be more elaborate. Maybe the aggressor will send flowers or bring a present. Perhaps the apology will include a stronger plea for forgiveness. The victim usually believes that the aggressor really means it *this time* and accepts the apology.

In relationship violence, *both* parties need to get counseling or the relationship must end. If neither of those options occurs, most often there will be intervention by law enforcement when one person is badly injured or even killed.

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ACTIVITY:

The activity today is called "Which Is It?" You will find it on page 29 of your workbook. Take a few minutes to complete this activity and be able to support each answer with a statement.

Review the items in the workbook and ask for student responses. Allow time for discussion. Allow students to make changes in their responses if they have a different opinion after listening to the responses of other students. Be sure to validate that it's OK to change their minds.

If time permits after the students have completed the "Which Is It?" activity, break the students into small groups and have them consider the following questions.

- *What is sexual harassment?*
- *What's the difference between sexual harassment and flirting?*
- *Does sexual harassment just happen to females? Is it different for males and females?*
- *How do I know if I'm sexually harassed?*
- *Do you think sexual harassment is new or has it been happening for a long time?*
- *Have there been any well publicized incidences of sexual harassment in the media recently? If so, what were they?*
- *What can be done to prevent sexual harassment at school and at work?*
- *What is date or domestic violence?*
- *What are two things a person can do if date or domestic violence occurs?*

Reconvene the class and discuss these questions. If time does not permit for the small group activity, discuss these questions as a class. Students may write their answers to questions on page 27 and 28 as you have this discussion or assign as homework.

SUMMARY/KEY POINTS

- Sexual harassment is illegal. If you think you are being sexually harassed, you have a responsibility to yourself to tell the person to stop. If he or she does not, write a letter to the harasser and keep a copy for yourself. It is also a good idea to send a copy to someone in authority; the principal, teacher, supervisor, or counselor. If the harassment does not stop, go to the person in authority and ask for help.
- Date or domestic violence is also illegal. This violence will escalate if the appropriate steps are not taken. This may involve getting out of the relationship, both parties seeking counseling, or intervention by law enforcement.

ASSIGNMENT:

Complete pages 27 and 28 in your workbook.

LESSON SEVEN—Sex-role Stereotyping

Objectives: **Students will separate masculine and feminine labels from roles and skills that everyone will need.**

Students will understand sex-role stereotyping and the fact it can be limiting for both females and males.

> *A woman without a man is like a fish without a bicycle.*
>
> — Gloria Steinem

LECTURETTE:

For generations there have been jobs that are considered "men's work" and jobs that are considered "women's work." Can you give me some examples of jobs that are traditionally "men's work"?

Now let's list some jobs and roles that are traditionally "women's work."

Which of these jobs pays the most money?

Defining jobs by "men's work" and "women's work "is called sex-role stereotyping.

Sex-role or gender stereotyping is as limiting to boys and men as it is to girls and women. Just as gender stereotyping limits women from getting jobs which pay adequate salaries, gender stereotyping also limits men from comfortably doing things they might like to do. For instance, a man may prefer to stay at home and care for the children while his wife works at a job to support the family. However, many men would feel uncomfortable exercising this choice because it may not appear "manly" to be supported by a woman.

Childhood and adolescent death rates among boys are much higher than among girls. This is true because more boys die from motor vehicle accidents and homicides and suicides than girls. Why do you think that is? (Boys are socialized to be more aggressive so they tend to take greater risks. Boys also think society has higher expectations for their success as a "provider" so they tend to commit suicide more often than girls.) *What are some other ways boys and men "pay a price" because of gender bias?* (Men are usually placed in more risky positions as soldiers to protect their country. In the past, men almost always had to give up custody of their children when a divorce occurred.)*

---

* Dr. Heather Johnston Nicholson. "Past the Pink and Blue Predicament," (New York: Girls Incorporated. 1993)

Because society has historically discriminated against women in the labor force, gender is a class protected by the U.S. government and our government has made it illegal to discriminate against a person because of gender. What are some other protected classes? (minority groups, war veterans, physically disabled, etc.)

MATERIALS NEEDED:

- Chalk board or newsprint
- Tape for posting newsprint

TEACHER PREPARATION:

Divide the board (sheet) vertically with a line and write these headings at the top of each column: Men Only. Women Only.

Write sentence stems listed below on newsprint.

ACTIVITY:

- Begin the activity by having students complete the sentence stems on pages 30 and 31 in their workbooks using only a phrase or couple of words.
- Ask the students to move around the room and write their thoughts on the newsprint. Give the students markers by gender (girls red, boys green).
- Have the students analyze and comment on these phrases:

  Girls are. . . . (What are some slang words that boys use for girls?)
  Boys are. . . . (What are some slang words that girls use for boys?)
  Girls can. . . . (What things can girls do that boys can't do?)
  Boys can . . . . (What things can boys do that girls can't do?)
  I like being a girl because. . . .
  If I were a boy I could. . . .
  I like being a boy because. . . .
  If I were a girl I could. . . .

- *How do you feel about the comments that were made about your own gender under "Girls Can" and "Boys Can"? The opposite gender?* (Point out that the comments are color coded. Do not make them aware of this before or during the activity.)
- Ask the same question about each of the other sentence stems.
- *Do we have any phrases that represent sex-role stereotyping? Which ones and why?*
- *What are some of the things we can do in this classroom to neutralize or eliminate sex-role stereotyping?*
- *How is sex-role stereotyping limiting for females? For males?*

- Look back at the lists. *Let's mark off anything that "could" apply to both males and females. One by one mark the items off the lists. When the mark-offs are completed, list on the board or newsprint the items that pertain to Men Only or Women Only.* Have the students once again look at the lists and make these observations.

SUMMARY/KEY POINTS

- Although there are certainly differences between males and females, there are more similarities than differences.
- Remember sex-role stereotyping can be limiting for males and females. Each of us can do something to help eliminate sex-role stereotyping.

ASSIGNMENT:

In your ***Thoughts for Today*** *write one thing you will do to help eliminate sex-role stereotyping in our class.*

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LESSON EIGHT—Gender Exploitation in the Media

Objective: **Students will be aware of sex-role stereotyping in the media and how it influences their opinions.**

No one can make you feel inferior without your consent.
—Eleanor Roosevelt

LECTURETTE:

What is wrong with a Taco Bell commercial that uses women in scanty dresses to sell a fajita?

According to Veronica Garcia, school principal in Albuquerque, New Mexico, "We sell kids sex, but then we don't really want to talk to them about it."

The media puts out the message that women are sex objects. The media has exploited women by using beautiful and sensuous models to sell everything from toothpaste to hardware. What does the' quality of a product have to do with a beautiful woman? Does her beauty or "sexy look" give the product credibility? Why does this kind of advertising work?

This lesson is designed to explore these questions and others.

TEACHER MATERIALS AND PREPARATIONS:

- Before this class, you should ask the students for the names of some of their favorite songs. You should ask to borrow these tapes, listen to them and pick several that you think would be appropriate for this exercise. You might prefer to tape some music videos. Either make or get copies of the lyrics to the songs you choose to use. (Be sure your administrator knows which music you will be reviewing.)
- Tapes and tape player (this could be audio cassette or VCR for music videos)
- Large pieces of paper
- "What the Media Tells Us About Gender" written on board or duplicated for each student (listed at the end of the lesson)
- Magazines, advertisements or other print media

ACTIVITY:

We receive messages about gender from many sources: our families, our cultures, our friends and from the various types of media. Today we are going to focus specifically on the media. Have the students brainstorm the various media sources from which they think they receive messages about gender. List those on the board.

Today let's look at a couple of those—magazines and music (either tapes or videos).

- Tell the students you are going to listen to a song, see a music video or look at print media. Then divide the students into small groups. Give each group a large sheet of paper and ask each to analyze the song , video, or print using the "What The Media Tells Us About Gender" that you have on the board.
- Ask them to answer these questions and record their answers on a large piece of paper. You can have the groups analyze different media or the same ones and then compare the findings. If you use the small group method, you will want to reconvene the large group before the end of the period and have the small groups share some of their answers and findings with the large group.

Write the following on the board or have a handout for each group to use:

"WHAT THE MEDIA TELLS US ABOUT GENDER":

Audio

Visual

Print

- *What messages do you see or hear about gender-role and sex-role stereotyping? Look for positive and negative messages. Do you find both?*
- *How do you think you are influenced by messages such as these?*
- *Visual or Print*—continue with the following questions:
- *How do the people of your gender look to you? How does that make you feel about being male or female?*
- *What impressions do you get about the gender role you see? Again, look for both positive and negative messages.*

DISCUSSION:

Use these discussion points to further analyze the media:

- *What is the main message adolescents hear about gender role from the music they listen to?* (Record their responses on the board.) *From videos? From print? Are these messages positive, negative or both?*
- *Do you think these messages influence or do not influence the way you feel about gender role? Why?*
- *Which message seems the most offensive? Why? Which message seems the most positive? Why?*

SUMMARY/KEY POINTS

- In summary, we want students to begin to look at the multi-billion dollar advertising, movie, video, film and music industries critically. We want students to become aware of negative and positive messages presented by the media.
- We want students to begin to ask the question, "Is that realistic?" When they determine that the portrayal isn't realistic, ask the question, "Why doesn't the media show life a little more accurately in this example?"
- We want students to understand that sex-role stereotyping can be limiting to both males and females.

ASSIGNMENT:

- *During the next week, look for at least one incident on TV or video, or in music or print that portrays*
- *your gender in a positive way*
- *your gender in a negative way*
- *the opposite gender in a positive way*
- *the opposite gender in a negative way*
- *Complete pages 32 and 33 in your workbooks.*

Be sure you refer to this assignment when appropriate in your class. We have not designed a specific closure for the activity so be sure you bring closure in the place that seems most appropriate for your class(es). This may be just to refer to it and ask for a few examples at the beginning of each of the next few classes. It may be to have students analyze the music that is playing each day when they come into class, if you have used the "Music Library" suggested at the beginning of the curriculum.

- Before the next class, have the students complete the assignment on pages 37 and 38 in their workbooks.

LESSON NINE—Male and Female Roles in Parenting

Objective: **Students will begin to become aware of the variety of feelings, emotions and attitudes involved in parenting for males and females.**

A man of quality is not threatened by a woman for equality.

—Anonymous

MATERIALS NEEDED:

- Tape of baby or babies crying (15 minutes)
- Copy the Feelings/Action Worksheet on newsprint. You will need a sheet for each small group.
- Begin the class by asking which of the questions in the assignment was easiest to answer and why. Which was the most difficult and why?

LECTURETTE:

Today we are going to begin to talk about attitudes toward parenting.

When men are left alone to care for the children for an evening, they often say they are baby-sitting. Women sometimes proudly say, "My husband helps me a lot with the housework and the children."

What do these statements tell you? In these cases, who do you think has assumed the primary responsibility for the home and children? Why do you think this is? Do you think it is fair? How do you think it should be?

In years past, women assumed the primary role for parenting and maintaining the home while men were the "breadwinners." These roles created traditional roles for men and women in caring for the home and parenting children. Even today many women who work full time outside the home assume the primary responsibility for parenting and housework.

Today there are many types of families. Let's make a list of the types of families we know.

* Adapted from *Adolescent Parent Resource Guide*, Ohio Department of Education, pp. 610-611.

ACTIVITY:

At the end of the lecturette ask for students' contributions and make a list on the board or newsprint: i.e., families with two parents living together, families with two parents living separately but sharing custody of children, one-parent families, extended families, etc.

Then ask the following questions and ask students to respond by raising their hands. Record the responses by gender.

- *How many of you would like to be a parent now?*
- *How many of you would like to be a parent in three years?*
- *How many of you would like to be a parent in five years?*

Next have students fill out the Parenting Survey in their workbook on pages 34-36. Advise the students that you will tally the results to be used in a later activity. Advise the students that you will tally the results to be used in a later activity. They will hand in their workbooks so you can do this.

Note and record the time as you begin playing the "crying baby" tape:

Next play the tape of a baby crying. Ask students to think about how they FEEL while they are listening to the tape. Instruct them to write their feelings on page 37 in their workbooks under the FEELING column under #1. They should also write what they would do if they were the parent of this child and alone at home with the child. This would go in the ACTION column under #1. After a couple of minutes, let them know that for this exercise, the baby would continue to cry regardless of what action they took. Ask them to write their responses to the following questions:

- *As the baby continues to cry, are your feelings the same as in the beginning or have they changed? If they have changed, how are you feeling now? Place responses under FEELINGS #2.*
- *What would you do next? Place responses under ACTIONS #2. After a couple more minutes, ask those questions again. Place responses under #3 in the appropriate column.*

Note the time again:

Lower the volume on the tape enough so students are still aware of the baby's crying in the background but so that it is not distracting.

(10-15 min.)

Break the students into small groups by gender. Have each group select a recorder and then share the emotions or feelings they had and the action they took. Be sure students list their names on the back of the recorder's sheet because this activity will need to be processed during the next class. The recorder should record the most common feeling and the most common action for #1, #2, and #3. At some time while the students are working in small groups, discreetly turn the tape off, drawing as little attention as possible to the fact that you are doing so.

Once again note the time:

(5 min.)

Bring the students back to the large group and collect the recorders' sheets. Then give the students their assignment.

Note: This assignment should have been completed prior to this class since you will be collecting their workbooks today. (See page 48)

ASSIGNMENT:

Find someone who has a baby and, using the questions on page 37 and 38 in your workbook, interview him or her by asking the following questions:

- Does your baby cry everyday? If so, approximately how much (just an average)?
- When does your baby cry?
- Time of day? (Answer might be anytime.)
- What are the most common reasons?

If you don't know anyone who currently has a baby, ask a parent or an adult who has had a baby. Ask her or him to think back to when the child was an infant and try to answer the above questions for you. The answers in this assignment can be approximate. We will continue talking about attitudes and expectations about parenting during the next class.

LESSON TEN—Attitudes and Expectations about Parenting

Objective: **Students will continue to explore attitudes and expectations of parenting.**

> *If you can't hold children in your arms, please hold them in your heart.*
>
> —Mother Clara Hale

MATERIALS NEEDED:

- Newsprint
- Markers

TEACHER PREPARATION:

Copy each sentence stem (listed under ACTIVITY) on a separate piece of newsprint.

DISCUSSION:

Begin the class by processing the activity from the previous class. Record the results from the small group activity on the board by gender. Process the activity by asking the following questions.

- *What was the most common feeling under #1? Did it differ by gender? Why do you think it did or did not differ?*
- *What was the most common action under #1? Did it differ by gender? Why do you think it did or did not differ?*
- *Ask the above questions for #2 and #3.*
- *Did the feelings and/or actions change from #1, #2 or #3? Why or why not?*
- *How long do you think the baby was crying? After some responses tell them how long the baby was crying before you turned down the sound.*
- *Were you aware when the baby stopped crying? If yes, how did you feel?*
- *How long do you think the baby cried altogether? After some responses tell them the total time the baby was crying. It shouldn't be more than a maximum of 10-15 minutes.*
- *How many of you are surprised at the length of time the baby was crying? Did you think it was more or less?*
- *Do you think that's a realistic period for a baby to cry?*

Next lead a discussion of the assignment completed on pages 37 and 38. Have students share their findings from that assignment. Discussion should include the following questions:

- *What was the smallest amount of time a baby cried? The longest or most?*
- *Of the parents with whom you spoke, was there anyone whose baby did not cry at all?*
- *Think back to yesterday's activity. Does it seem more or less realistic that a baby could cry for 10-15 minutes?*

LECTURETTE:

Even experienced parents feel helpless when they can't figure out why their baby won't stop crying. Babies are not able to communicate with words, of course, and they can only express discomfort by crying. It is the role of the parents to get to know the baby's limited method of communication so they can respond. This takes experimentation and patience.

Most of us would agree that parenting is one of the most important jobs a person will ever have. When children are not parented in healthy ways, they often have problems functioning as healthy adults. Some experts believe that many social problems could be solved if our society could master the art of parenting.

Babies don't come with instruction manuals. And, in our country there is no basic skill requirement for becoming a parent. Stop to think about it! We require people to demonstrate their driving skill, pass a test, and get a license before we allow them to drive a car on our streets and highways. However, babies are born every day to people who are not required to prove their ability as parents!

- *How do people learn parenting skills?*
    - *Most of us employ the methods that we learned from our parents.*
    - *Some parents know they don't want to be like their parents, so they try to be different. But different doesn't always make them better.*
    - *Some people take parenting classes through adult education, hospitals, churches and community organizations.*
    - *Can you think of other ways people learn to be parents?*

ACTIVITY:

Today we are going to talk about other things babies might do and attitudes and expectations that parents have. Remember the Parenting Survey that you filled out in a previous class? Today we are going to look back at those surveys. Each of you has your personal survey on page 34 of your workbook.

Discuss the survey by sharing with students the responses based on gender. Have them comment on those results. Go as in depth with this discussion as you feel you can with your students. The length of time you spend on this will be determined by the results of your students' surveys. Be sure to point out to the students that this was an awareness exercise so is important they analyze their personal responses and evaluate whether or not those might change based on the information they learn during these classes.

Next have the students complete the sentence stems in their workbooks on page 39.

Sentence stems:

- A parent is. . . .
- Being a parent means. . . .
- Being a teen parent would be. . . .
- I want to be a parent who. . . .
- I don't want to be a parent who. . . .
- I don't want to be a teen parent because. . . .
- I want to be a parent when. . . .

Optional: I want to be a teen parent because. . . .

While the students are completing the sentence stems in their workbook, put up as many pieces of newsprint as you can in the classroom. (If you don't have newsprint, you may have to complete the sentence stems on the board a few at a time. This activity is more effective using newsprint and a large marker because when it is completed, the students can visually see all the results.)

After the students have completed their sentence stems, ask them to share. Record their answers. Tell students you know that many of them might have written long sentences but you would like them to condense their idea into a phrase or short sentence so that you will have room to record several responses under each category. As you record each response indicate whether it is a male or female response. Do this without making an issue of it. (One way is to use different colors of ink or different symbols at the beginning of each phrase.)

After completing the collaborative sentence stems, ask the students to look around the room at the various responses. Make a statement such as, *"We can see from all the information around the room, that being a parent requires a lot of different things and certainly a lot of thought."*

"Now let's make a list of all the skills and qualities that a parent must possess."

Have the class brainstorm skills or qualities. Again discreetly note male and female answers.

DISCUSSION QUESTIONS:

- *Were the male and female responses similar or different?*
- *Why do you think they were or were not?*

Note: when you get to Book Three, Chapter Eight, use their responses to create a bulletin board or an item on a bulletin board.

SUMMARY/KEY POINTS

- Parenting is one of the most important roles a person can play in life and one for which we have little preparation or training.
- Both males and females have parental responsibilities and need skills for successful parenting.
- During the last two lessons we have discussed attitudes about parenting. In a few weeks we will be discussing parental responsibilities and the skills necessary to be an effective parent.

ASSIGNMENT:

Complete in class or as part of the assignment:

On page 40 of your workbook complete one of the following sentences:

I think parental responsibilities are the same for men and women and those responsibilities are. . . .

or

I think parental responsibilities are different for men and women and those responsibilities are. . . .

Go back to page 25 in your workbook. Read what you wrote about gender bias. Would you like to change or add anything to that statement?

Ask for volunteers to share their statements, when you bring closure to this assignment.

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* Adapted from "Realistic Expectations," *Adolescent Parent Resource Guide*, Ohio Department of Education, p. 603.

CHAPTER TWO Cultural Diversity

Objective: Students will learn the importance of valuing others.

Children need models more than they need critics.

—Joseph Joubert

LECTURETTE:

Our families and those close to us are important in our lives for many reasons. As a young child and even now, your family's values guide you. Many of those values will remain important to you and will affect your decisions throughout your life.

Wouldn't we have a more healthy society if parents would consciously think and decide about the basic ideas and values they want to get across to their children?

Moral standards are important. And, a child's sense of morality is developed through the process of observing the actual behavior of parents and other significant adults. When in the presence of a child, adults are always teaching—through their behavior. The responsibility of parents to provide good learning experiences and suitable models for their child is a constant challenge.

LESSON ONE—Valuing Self and Others

Objective: **To help students recognize there are many different family groupings. To encourage students to value themselves, their family, and the families of others.**

> *If a child lives with acceptance and friendship, he learns to find love in the world.*
>
> —Dorothy Law Nolte

ACTIVITY:

Turn to page 41 in your workbook. You will see an "Important People" tree. I want you to take a few minutes to fill out your tree. The people on your tree may be your biological family (those people related to you by blood), important people in your life, or a combination of family members and others who influence your life.

Please note that you are asked to list the people's names, and the quality that makes them important.

Give the students an example:

- *You may list your mom or dad and under their names you might write the word* UNDERSTANDING *for the quality they possess.*
- *You may list a friend's name and underneath you might write* LISTENS *for the quality that's important.*

After the students have had an opportunity to complete their tree, either divide them into small groups or work as a large group to share the qualities that were important to them.

Tell the students to look at their trees and answer the following questions:

(If they are in small groups, have recorder list the responses. If working as a large group, list responses on the board.)

- *Was any quality listed more than once?*
- *If so, what was that quality?*
- *Why is that quality so important to you?*

LECTURETTE:

As you move toward greater independence, it is important to examine your own values.

Are they the same as your family's? Are they different? Which of your values are the most important to you? How are they influenced by the way your family feels?

To help you answer some of the questions, I want you to look at pages 42-48 of your workbook. There is an activity for you to complete with your family; however, it is optional. That means that your family may or may not choose to participate in this. The activity is designed to help you understand how family members feel about certain issues and what their values are related to those issues. (Point out that all family members may not feel the same about every issue. Also, the student may not feel the same about each issue as some family members.)

Explain that each individual develops values based on many factors and it is important to understand what your family values are. Be sure to emphasize that this is not a homework assignment and if the family members do not want to participate, that is all right. Encourage the students to complete the activity themselves even if family members do not want to participate, but point out this is a private exercise and there will be no grades or right or wrong answers.

The only two questions that will be asked about this activity are:

- *Did your family like this activity?* Some will say yes, some will say no, and some will say they didn't do it. Validate that all answers are all right. Point out that this shows how all families are different and all are important.
- *How did you feel about it?* Once again expect varying responses and validate that all responses are equally valuable. Again, it points out our differences.

If class time permits, have the students start on their responses.

SUMMARY/KEY POINTS

- There are many different types of families, made up of a variety of individuals.
- Just as no two people are exactly alike, no two families are exactly alike.
- Each person's family is unique and special.
- Many of our personal values are based on the values of our families.
- As we develop our own values, it is important to understand how our values are influenced by the values of our families.

ASSIGNMENT:

Tell them to complete their own responses before they ask their families to participate. If the families do participate, ask the students to compare their responses to those of the family members.

Then in their **Thoughts for Today** have them answer the questions at the end of the exercise.

The second part of the assignment is to bring to class something that can go on the class banner which will be a part of Lesson Two. This should be something no bigger than 5" x 7." It could be a photograph of their family, it could be a picture from a magazine that depicts a family of their culture, it could be something they have drawn, it could be a poem. They should use their imaginations. During the next class they will be asked to place their item on the bulletin board or newsprint and tell why their family is unique and special. Remember "family" does not always mean biological family. Their names should be on the back of their item if they want it returned to them.

LESSON TWO—Appreciating Differences

Objectives: Students will build pride in their own cultural identity and appreciate and value the richness of the diversity in this class and the world. They will validate that each student's family is unique and special.

But if you go and ask the sea itself, what does it say? Grumble, grumble, swish, swish. It is too busy being the sea to say anything about itself.

—Ursula K. LeGuin

TEACHER PREPARATION:

The teacher should have an empty bulletin board or a very long piece of newsprint or butcher paper as a blank banner and it should be labeled:

Our Families Are All Unique and Special.

DISCUSSION:

Bring closure to the "The Family Talks About Important Issues" activity from the previous lesson by asking the following questions:

- *Did your family like this activity?* Some will say yes, some will say no, and some will say they didn't do it. Validate that all answers are all right. Point out that the variety of answers show how all families are different and important.
- *How did you feel about it?* Once again expect varying responses and validate that all responses are equally valuable. Again, point out our differences.

LECTURETTE:

Who can name the oldest social institution?

The Family!

Historically, the family is the most important teacher of values. Religion, ethnic traditions, and moral values are conveyed to children at an early age. The traditional or nuclear family consists of a husband, a wife and their unmarried children, all of whom live as a unit apart from relatives, neighbors and friends. The children are primarily influenced by family *training and parents are considered responsible for regulating the influence of the outside world on their children.*

Today, not many families meet with this model.

Now, this function has been largely taken over by a vast network of social institutions that range from television to public school systems, to doctors, teachers and other professionals. And, today's family takes on many forms.

What might be a definition of Family today?

(Write their definitions on the board.)

Our families are not all the same. Our differences don't make us better. Our differences don't make us inferior. Our families are unique and special. Let's talk about what makes our family special.

(You could help encourage the students to share by going first.)

ACTIVITY:

You should ask for volunteers to come up one at a time and present their item and explain why their family is special to them. Each student should be encouraged to participate but no one should be forced to do so.

Have students write their thoughts about their families in their **Thoughts for Today**.

SUMMARY/KEY POINTS

- We should treat all people with respect, dignity and worth, even if their beliefs and cultures are different from our own.
- We should consider the needs and welfare of others when we make decisions.
- We should take responsibility for our own behavior and decisions including those related to diversity.
- We should encourage others to be respectful of our many differences.
- We should appreciate that our many differences make our communities stronger.

ASSIGNMENT:

Tomorrow we will be working on a "Diversity Project." Your assignment for tomorrow is to complete the sentences on page 49 of your workbook. Ask someone outside this class, a friend, family member, teacher to complete the sentences. Compare your answers. Are they similar or different?

(You may have to define diversity for the students. This can be done by getting them to share their definitions or, in the interest of time, just giving them a definition.)

- *I think the benefits of diversity are. . . .*
- *I think the barriers to achieving diversity are. . . .*

If class time permits, they can begin this assignment in class.

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LESSON THREE—Strengthening Group Cohesion

Objective: Students will understand that each member of the group is valuable and *The Whole is Greater Than The Sum of Its Parts!*

> *Each of us brings to our job, whatever it is, our lifetime of experience and our values.*
>
> —Sandra Day O'Connor

TEACHER PREPARATION:

- This activity will work well for groups that follow directions and work well together. If you are working with a class that has several disruptive students, you may want to eliminate this lesson. This activity may require more space. Try to locate another room prior to this activity; i.e., cafeteria, all purpose room, music room.
- Decide whether you will conduct this activity with one or two groups.
- Copy the appropriate handouts.

LECTURETTE:

Many times we feel that we can do something better by ourselves than if we have to work as part of a group. We certainly do need to learn to be self-sufficient, to learn to be self-reliant and make decisions for ourselves, but many times being a part of a group and working together for a common goal has great benefits.

Think of our forefathers as they settled the West. The pioneers were much more likely to reach their destination when they traveled in a group across the country. By banding their wagons together in a wagon train, they could share their expertise and resources as they made the difficult trip across the country. One person might know how to shoe the horses, another how to cook and provide the food for the chuck wagon each day. Someone else might have been a good trapper or hunter.

By pooling their talents and resources they were all much more likely to reach their destination.

Today we are going to participate in an activity called, "The whole is greater than the sum of its parts."

ACTIVITY:

If your class is small, you may want to have only one group. The benefit of having two groups is that students will be able to make some observations about the different approaches taken by the groups. Time and class management may be a concern. In that case, conducting the activity with one group may be a better alternative.

Begin by telling the students that today we are going to work on a "Diversity" project. Give the students the following directions which will apply to both projects.

This paragraph to be used only if you are using two groups:

You will be divided into two large groups. These large groups will not interact at all during the activity itself. After the activity we will summarize and process the activity with the entire class. Each group will have a project and will work independently. Members of one group may not talk or interact with anyone from the other group.

Each group will get the same instructions but they will not know that they have the same instructions. If you use the two project format, physically separate them so they will not have an opportunity to intermingle.

The following directions apply whether you are using two groups or just one:

Give the students a project name such as "Project Diversity" or have them come up with a name for their project. Tell the students you will be dividing the large group(s) into five small groups. Once they are in their small groups, they may not interact with any other sub-group unless the small group directions give them permission. Distribute the directions. After the groups have their sub-group directions, identify where each group is located (geographic location within the room).

If conducting two projects, give the group a number (#) instead of a name so that the two project groups won't realize they are working on the same project.

Prepare one or two sets of directions (depending upon the number of large groups you are using) for each of the items below. Remember these directions will be the same if you are using two groups but students will not know this. Using two different colors (paper) makes this less confusing.

Give each sub-group within the large group directions for only their sub-group. Tell the students to pay attention to where the other sub-groups are located and identify where they are (by number if you are using two project groups).

The students in each of the sub-groups are to work together to decide what that group should do. Set a time limit of ten minutes for sub-groups to make their decisions. Then they should record their decision and select a reporter. When they have finished, bring the entire class back together for discussion. Ask the reporters to report back beginning with *Land,* then *Transportation* or *Money. Workers* and *Materials* will have to report after *Transportation* and/or *Money* since they cannot move until one of those groups has come to them.

DISCUSSION:

Once all groups have reported back, discuss the activity using the following questions:

- *Did your project (activity) succeed (all sub-groups reach "Land")? If not, why not?*
- *What is the second sentence in each sub-group's instructions?*
- *What does this tell you about building community?*
- *How does this relate to recognizing and appreciating cultural diversity?*
- *What are some things we can do in our class and school to help recognize and promote cultural diversity? You could have the small sub-groups brainstorm ideas and report back to the large group if time permits. If not, record the ideas from the large group on the board.*
- *All of their answers should help them reach the conclusions in the KEY POINTS below.*

SUMMARY/KEY POINTS

- The whole is greater than the sum of its parts. We can be stronger if we work together and appreciate that each of us–our opinions, talents, culture, strengths and differences–contribute to our community being stronger and more productive.
- Our class is a group of very diverse individuals.
- Think of one strength or positive quality you bring to our class.
- In your **Thoughts for Today**, complete this sentence: "One strength or positive quality I bring to our class is. . . ." After a few minutes encourage students to share what they wrote.

ASSIGNMENT:

Have students complete page 50 of their workbooks.

HANDOUTS TO BE USED FOR THE ACTIVITY ARE ON THE FOLLOWING PAGES.

Copy one set for each project group. Distribute the appropriate directions to the appropriate group. Only give the sub-group its own directions.

PLEASE DO NOT WRITE ON THESE INSTRUCTIONS: THEY WILL BE USED FOR OTHER CLASSES. RECORD YOUR ANSWERS ON THE INDEX CARD OR PAPER MARKED *LAND!*

Land—Your group is in control of all land. Without you the project will not succeed. You are the most valuable but you have no mobility. You may never move. Every other group must come to you. You may not do anything to encourage other groups. You are the passive group; however, you must pretend to be making decisions and discussing the project so the other groups will not realize that you cannot do anything until they come to you. The project will be successful if all groups move to Land. The project will have to begin again if all groups do not end up on the Land for the Community.

Note: Groups are as follows: (1) Land (2) Materials (3) Workers (4) Transportation (5) Money (Economic Independence)

PLEASE DO NOT WRITE ON THESE INSTRUCTIONS: THEY WILL BE USED FOR OTHER CLASSES. RECORD YOUR ANSWERS ON THE INDEX CARD OR PAPER MARKED *MATERIALS!*

Materials—Your group is in control of all materials. Without you the project will not succeed; however, you may not move anywhere unless Transportation comes to you. If Transportation comes to you, then and only then do you have a move. Transportation is the only group that can activate your move. Transportation's rules say they have only one move alone. They do not know that if they come to you, that activates your one move and then they will no longer be alone so they can move with you. You may not do anything to encourage other groups to come to you.

Decide where you will move if Transportation comes to you. Record your answer on the index card or paper marked "Materials."

Note: Groups are as follows: (1) Land (2) Materials (3) Workers (4) Transportation (5) Money (Economic Independence)

PLEASE DO NOT WRITE ON THESE INSTRUCTIONS: THEY WILL BE USED FOR OTHER CLASSES. RECORD YOUR ANSWERS ON THE INDEX CARD OR PAPER MARKED *WORKERS!*

Workers (Labor) - Your group is in control of all workers or the labor force. Without you the project will not succeed; however, you may not move anywhere unless another group comes to you. Any group will activate one move for you and you can take that group(s) with you on your move.

Decide where you will move if the other groups come to you. Record your answer using the format below on the index card or paper marked "Workers."

Land ____________________ Transportation ____________________

Materials ____________________ Money ____________________

Note: Groups are as follows: (1) Land (2) Materials (3) Workers (4) Transportation (5) Money (Economic Independence)

PLEASE DO NOT WRITE ON THESE INSTRUCTIONS: THEY WILL BE USED FOR OTHER CLASSES. RECORD YOUR ANSWERS ON THE INDEX CARD OR PAPER MARKED *TRANSPORTATION!*

Transportation—Your group is in control of all the transportation. Without you the project will not succeed. Here are your rules: You may make only one move alone even though you are transportation. You may choose to wait until another group comes to you and then use your move or you may use your move before another group approaches you.

Decide what your group will do. Using the format below, record your answers on the index card or paper marked "Transportation."

- Wait for another group to come to you? Yes No
- Where will you move when the other groups come to you?

  Land ____________________

  Materials ____________________

  Workers ____________________

  Money ____________________
- Move on your own? Yes No If "yes," to which group will you move?

Note: Groups are as follows: (1) Land (2) Materials (3) Workers (4) Transportation (5) Money (Economic Independence)

PLEASE DO NOT WRITE ON THESE INSTRUCTIONS: THEY WILL BE USED FOR OTHER CLASSES. RECORD YOUR ANSWERS ON THE INDEX CARD OR PAPER MARKED *MONEY!*

Money (Economic Independence)—Your group is in control of all financial resources for the project. Without you the project will not succeed. You can chose to use your financial resources to purchase one and only one of the resources for the project. Choosing a resource means that you join or move to that resource. Choose carefully, for your choice could be critical to the project.

Which resource does your group choose?____________________

Note: Groups are as follows: (1) Land (2) Materials (3) Workers (4) Transportation (5) Money (Economic Independence)

LESSON FOUR—Cultural Stereotypes

Objective: **Students will learn to recognize that all people have similarities and differences. To introduce the concept of stereotyping and to illustrate how generalizations influence the acceptance or rejection of differences.**

> *Being black does not stop you. You can sit out in the world and say, "Well, white people kept me back, and I can't do this." Not so. You can have anything you want if you make up your mind and you want it.*
>
> — Clara McBride Hale

LECTURETTE:

Earlier we talked about stereotyping by gender but there are many other ways to stereotype people. What are some of those ways? Have students brainstorm.

- *Race*
- *Religion*
- *Economic status*
- *Political affiliation*
- *Language*
- *Dress*
- *Gang*

How many of you have heard someone say, "All teachers do such and such," "All Democrats are . . . ." "All Republicans are . . . ." "People who wear glasses are . . . ." Those are all stereotypical statements. Today we are going to participate in an activity which will help us understand the concept of stereotyping. It will illustrate how generalizations influence how we feel about differences and how we sometimes label members of a group.

TEACHER PREPARATION:

- Divide your class into groups of five to seven students.
- Provide *one* piece of fruit for each group of students. These should all be the *same* kind of fruit (lemon, orange, apple or grapefruit).

- Provide a *second* piece of fruit for each group. These should be different from the fruit you are giving to all groups, however, each group does not have to have the same kind of fruit.

Note: If it is not practical to have real fruit, you can have drawings. You will have to make sure that each drawing is slightly different.

ACTIVITY:*

- Put the fruit you have chosen to give to all the groups in a place where everyone can see them.
- Ask the students to name the characteristics of the fruit you have chosen. Write their responses on the board or a large piece of newsprint.
- Divide the students into small groups and give each group a piece of fruit or drawing of that fruit.
- Tell the students they must become familiar with their fruit by studying it closely for a few minutes and noting all its special characteristics. Tell them not to mark or alter the fruit in any way.
- Collect all the fruit (or drawings), mix them up and arrange them on a table or somewhere everyone can see them again.
- Ask one person from each group to come up and pick out his/her group's fruit. Once selected, the person returns to the small group where the group must decide if it is "their" fruit. (This usually presents no problem. The fruit has become distinct and individual.)
- After a few minutes, ask the groups if they have found "their" fruit. If two or more groups do not feel they found "their" fruit, repeat the last two steps until all groups have claimed "their" fruit.
- Ask the groups how they identified their fruit and chart their responses near the original list. Ask how the lists are different. Note how much more specific the students were on the second list.
- *Do we sometimes treat people the way we treated the fruit?*
- *What did your group do to get to know your fruit well?* (Spend time with it, get to know its traits, etc.)
- *Do we have to do the same to get to know people?*
- *Do we sometimes make a decision about what a person is like by basing our opinion on how they look?*
- *What did you learn from this activity?*
- Continue the class by giving each group a fruit that's different from the first one it used. (These do not all have to be the same although they can be—they just need to be different from the first fruit.)
- Have the students reconvene their original group along with their first fruit. Ask the students to pretend each member of their group is that fruit. Distribute the other fruits (or drawings)—at least one to each group.

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* Adapted from *Youth Community Service,* Constitutional Rights Foundation, Los Angeles, CA.

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- Ask the group if they will accept or reject the new fruit in their group. They must come to consensus and they must be able to explain why or why not. Give them about five minutes to accomplish this task.
- Ask each group in turn to report whether or not it accepted the newcomer(s). Why or why not? Is the newcomer expected to conform (be like all of them) or is it valued for its differences? If it was rejected, was it rejected because it was too different?
- What lessons can be learned and applied to human communities?
- *What is at least one way we stereotype in our society and what impact do you think that has?*
- *Complete the following sentence: "I think one type of stereotyping that exists in our school is. . . .*
- *One concrete thing we could do to help eliminate it would be. . . .*

SUMMARY/KEY POINTS

- The purpose of this activity is to show how easy it is to group things and people into categories without paying attention to individual characteristics.
- There is less danger in doing this with objects, but when we do this with people it is called stereotyping and it can prevent us from seeing people as they really are—unique individuals.

ASSIGNMENT:

- *Complete your assignment on page 51 of your workbook.*
- *In your* ***Thoughts for Today*** *write at least one thought about stereotyping.*

LESSON FIVE—The Price of Prejudice

Objective: **Students will understand that prejudices are negative attitudes about the differences among people and those prejudices can be limiting and harmful. Students will examine the experience of being different.**

> *I had crossed the line, I was free; but there was no one to welcome me to the land of the freedom. I was a stranger in a strange land.*
>
> —Harriet Tubman

LECTURETTE:

Prejudice is a negative attitude..

Let's name some of the things people are prejudiced about:

(List their ideas on the board–they should include the following, in the students own words.)

- *race*
- *religion*
- *national origin*
- *cultural attributes*
- *linguistic attributes*

Prejudice is unpleasant, and it has always been a part of humankind. We all have prejudices. Why do you think that is? (Because we have all grown up under the influence of stereotypes.)

The activity we are going to participate in today will help us examine the experience of being different.

ACTIVITY:*

- Ask the students to complete the following sentence on page 52 of their workbooks:

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* Adapted from *Youth Community Service,* Constitutional Rights Foundation, Los Angeles, CA.

- "Being different means. . . ." Ask them to think of a time that they have felt different and record that experience in their workbooks. Next ask them to record how "being different" felt for them.
- Tell the students you are going to divide them into small groups and ask them to share incidences in their lives in which people experience "being different."
- Students may share their personal experiences if they are comfortable doing so, but they should not use names if they are talking about other peoples' experiences. Give them an example such as "A person with an accent " or "A person who is new in class."
- After each student has shared, ask for one person in each group to share something that came up in their small group. List their responses on the board.
- Next take a poll as to whether the items listed on the board are positive (making a person feel good about themselves) or negative (making a person feel not so good).
- Put a "P" next to positive responses and "N" next to negative responses. The majority of responses will probably be negative.

DISCUSSION:

- *Why do you think most of the responses were negative (or positive)?*
- *Why are differences seen as positive or negative?*
- *How do differences give us all something in common?*
- *What do you think would happen if we were all alike?*

Let's take a look at the fact that differences can be seen as positive or negative depending upon one's point of view.

- Ask the group:
    - *What might be positive about having a student in a group who belongs to a different religion than the rest of the group?*
    - *What might be negative? When a student gives a response, ask if anyone else in the group sees that response as positive?*
- Continue this activity using other examples such as:
    - a student who speaks a language other than that of the group
    - a student/teacher who is in a wheelchair or handicapped in another way
    - a student/teacher who is blind
    - a student/teacher who is ethnically different from the rest of the group

Ask the group if there is something that we listed on the board (or even one we didn't list on the board) from the small group activity that they would like to discuss. Use the two questions above as a discussion guide.

Note: Be careful not to make examples of groups that are represented in your class.

- *Why do we sometimes see differences as positive at one time and negative at another?*
- *If we have strong negative feelings about someone who is different, what can happen?*
- *What do you do when you feel uncomfortable with someone who is different?*
- *Do you act differently toward them?*
- *How can seeing differences as negative lead to prejudging someone (prejudice)?*

SUMMARY/KEY POINTS

- Differences are not necessarily bad or good.
- The important thing for us to remember is that each one of us is a unique human being.
- There isn't a single person who is exactly like another human being. Even identical twins who look exactly alike have different thoughts, ideas, and talents.
- It is important to remember that our prejudices can be limiting and harmful, and celebrating our differences can make us a better class, school, community, country and world.

ASSIGNMENT:

Complete page 52 of the workbook, listing your personal opinions about differences.

LESSON SIX—Designing Our Own Community

Objective: **Students will understand that communities can be unjust and they will begin to think how they can make a difference in**
(1) reducing prejudice in their school and communities and
(2) developing steps toward creating a just community climate.

> *If we have no peace, it is because we have forgotten that we belong to each other.*
>
> —Mother Teresa

TEACHER PREPARATION:

- A long piece of butcher paper with "Our Community" drawn on it. There is a sample "Our Community" at the end of this lesson.
- Squares of different colored paper to represent houses (any colors may be used as long as they are different).
- **yellow** to represent 10% of group (These should be largest.)
- **blue** to represent 30% of group (These should be next largest.)
- **green** to represent 60% of group (These should be smallest.)

If you are not doing this part of the activity on the floor where "houses" do not need to stick, you will want to make sure you have some way to make the "houses" stick where students put them. "Post-Its" work well for this and do come in different colors. Whether or not you use "Post-Its," be sure you consider the size of the houses, so they are appropriate for the size of "Our Community."

LECTURETTE:

Prejudice goes beyond individuals. The most damaging prejudice is that which has become the norm of our society.

Children must get from society a sense of belonging to a larger, more powerful group. But it has been difficult for minority children to feel equal in a society when:

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- *Black people have had to accommodate themselves to a majority culture that does not reward them as it does whites.*
- *Hispanic people are not rewarded for their knowledge of the Spanish language.*
- *The spiritual beliefs of Jews and American Indians are not rewarded in the same way as Christian beliefs.*

ACTIVITY:*

Our activity today demonstrates how prejudice and social power affects communities and our daily lives.

- Begin by telling the students that today we are going to design a community.
- Randomly distribute the "houses" before you give them the ground rules of the activity.
- Ask them to form groups according to their house color.
- Tell the groups that they are going to decide where they would like to live in this community. (Show them the large drawing of the community.) Depending on whether you are doing this on the wall or floor, tell them how their houses will be placed on the community.
- Tell them the students with *yellow* houses represent the group with the most power in this community. They can choose first and place their houses anywhere they wish. The houses may not overlap. They can make their decisions as individuals or as a group.
- The students with the *blue* houses represent the next most powerful group. They can choose their house locations next. No yellow houses may be moved. Again, they can make their decisions as individuals or as a group.
- The students with the *green* houses choose last because they have the least amount of power in the community. Once again, placed houses may not be removed or overlapped.
- Ask the students to study their community for a minute.

DISCUSSION:

- *How did you decide where to live?*
- *What did you think of the other people in the other groups?*
- *How did it feel to have the most/least power?*
- *Is this a fair way to build a community?*
- *Is this fair? Why or why not?*
- *Do you see unfairness in your own (real-life) community? Where? Please describe.*

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- You may want to ask students to think of ways they create barriers in their own lives. For instance, you could point out where they sit in the classroom.
- Divide the students into small groups and ask the following question: *How could it be done differently?*

Give the students some time to come up with a fairer system of choosing where we live. As the students are doing that, clear the houses from the community.

- After a few minutes have the students report their suggestions and list them on the board.
- Have the students select the best option. If there is a lot of disagreement on the best option, have the students vote on the best option.
- Next have the students journal in their **Thoughts for Today** completing one of the following sentences:
  - "I thought the option our class chose for Creating Community was the best option because . . . ."
  - "I did not think the option our class chose for Creating Community was the best option because . . . ."
  - If the students choose the latter, "I did not" sentence, they should include what they do think is the best option and why.
- If time permits, you could have the students recreate the community based on the option they chose, and then see how it looks. If you do this, ask the question, *Does it look the way you envisioned when you chose this option?*

This activity gives the teacher a golden opportunity to emphasize that in the U.S. no one is "stuck" in any geographic or economic area. Through education a student can get a good job, earn good money and move anywhere.

Teachers could also emphasize that, while students may not be living in an expensive area, where they live might have a good sense of community where people feel a sense of belongingness. These are often more important factors than expensive real estate where isolation may prevail.

SUMMARY/KEY POINTS

- Sometimes communities are designed in a way that is not fair.
- In doing this activity we will all begin to think of concrete things we can do in our school and community to help bring about a just environment for all students, teachers, and families.

Suggestion: The Friday Forum for this week could be a panel, or guest speaker on the laws, politics, community development, housing or related issues in your own community.

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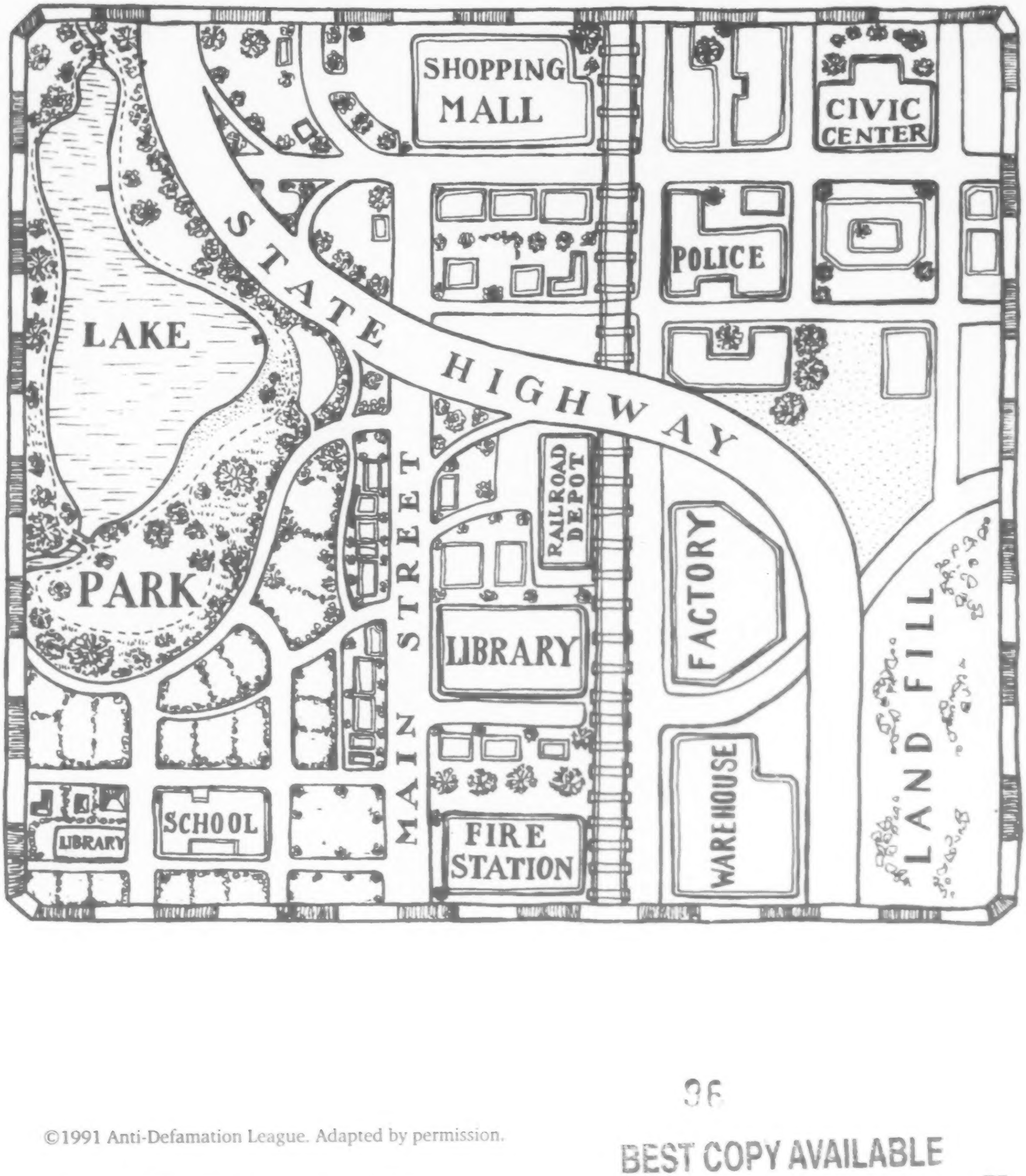
ASSIGNMENT:

Complete page 53 in the workbook.


SHOPPING MALL
CIVIC CENTER
POLICE
LAKE
STATE HIGHWAY
PARK
MAIN STREET
RAILROAD DEPOT
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NOTES:

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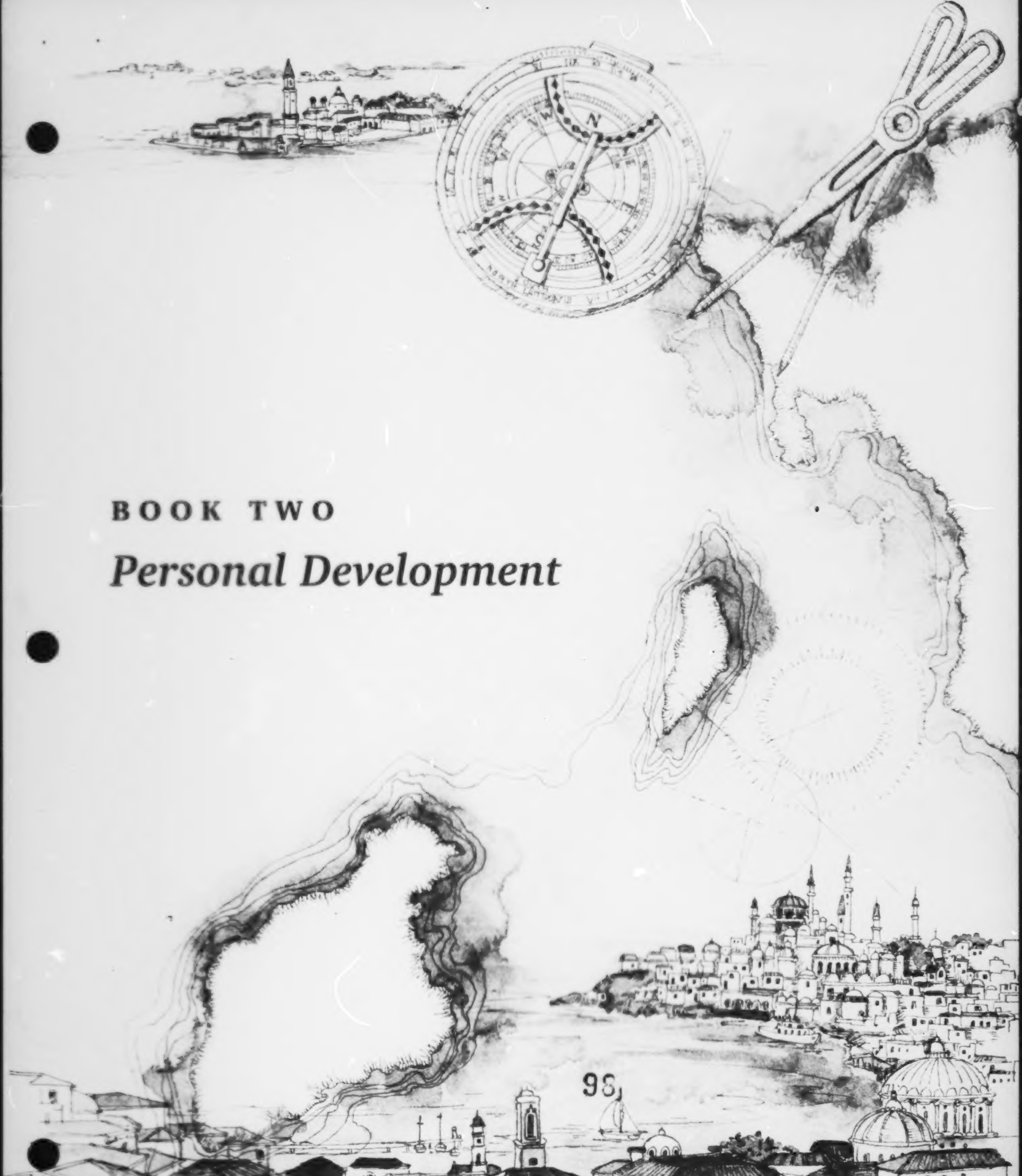
BOOK TWO

Personal Development



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Before going on to the next chapter which begins with Adolescent Development, you may want to check out students' current knowledge by having them write any questions they have using the anonymous Question Can technique detailed below. This is a good way to determine their knowledge level and help you decide where to begin, which videos to show, etc. If you don't use this technique before you begin, be sure to use it at the end of class. It may be a good idea to do both. When using the anonymous Question Can, give each student a piece of paper or index card and say the following:

Each of you is to write a question on the paper and put it in the can. If you do not have a question, write 'I do not have a question.' Regardless of whether you have a question or not, each person must put a paper in the can. That way all questions will be truly anonymous.

If you don't follow this procedure, many students will be afraid their question will be the only question in the can and then everyone will know (including the teacher) that he/she is the one who asked.

Make sure each student puts a piece of paper or index card in the Question Can.

LECTURETTE:

Now we are going to shift gears and study personal development. There is an entire field of study called Human Growth and Development. It is a science designed to help us understand the relationship between the physical, emotional, social and intellectual growth of the human being. Human Growth and Development theories explain the developmental stages we all experience as we mature. These stages include:

◆ *Prenatal*	*conception to birth*
◆ *Infancy*	*ages birth to age 2*
◆ *Preschool*	*ages 2-6*
◆ *Middle Years*	*ages 6-12*
◆ *Adolescence*	*ages 12-20*
◆ *Adulthood*	*ages 20*

Later in the course we will study the developmental stages of younger children in greater depth. But, since you are an adolescent, we are going to take a look at this developmental stage now.

Entering adolescence poses a dilemma for most young people. Knowing more about what to expect during this period of life and having access to accurate information about adolescent development can help alleviate some of the many frustrations. Therefore, the next chapter we study will be about adolescent development.

CHAPTER THREE Adolescent Development

Objective: **Students will understand that adolescent development includes physical, emotional, social and intellectual aspects and that they grow in all these areas to become unique individuals. It is important to provide reassurance that each student will progress to maturity at varying rates and that each student deserves respect.**

LESSON ONE—Physical and Emotional Changes

Objective: **Students will identify the physical and emotional changes that occur during adolescent development.**

> *Am I willing to give up what I have in order to be what I am not yet? . . . It is a frightening and sacred moment. There is no return. One's life is changed forever. It is the fire that gives us our shape.*
>
> —Mary Caroline Richards

TEACHER PREPARATION:

Before class, select and preview a video that appropriately covers human anatomy/physiology/reproduction. Be aware of cultural differences regarding this subject. Make sure you are comfortable with the subject and information to be presented. If you are not completely comfortable, have the school nurse or another professional in the field come in as a speaker. Be sure all district guidelines are observed (parental permission, review of information, etc.).

Be sure you have the *ground rules* posted for this class.

MATERIALS NEEDED:

- Approved video, 25-30 minutes. Use one approved by your school district. If your district does not have an approved list of available videos, have a health professional such as the school nurse make a presentation.
- Approved diagrams or overheads, index cards or slips of paper for questions, Question Can for anonymous questions.

LECTURETTE:

The adolescent period is defined primarily by the beginning and ending of a period of physical growth. The period, commonly known as puberty, is generally considered to begin around age ten to twelve. It ends sometime around age twenty.

Much of the physical growth during adolescence is irregular and uneven. Until adolescence, boys and girls have physically matured at about the same rate. However, by age eighteen, the average height of boys is approximately five inches taller than the average height of girls. Weight also increases during adolescence but it is more easily influenced than height by diet, exercise, and general lifestyle.

Physical appearance plays an important role in adolescent development. Puberty is a period of dramatic increases in levels of hormones as the body fully develops into sexual maturity. Primary sex characteristics make sexual reproduction possible.

The increase in levels of hormones also causes major psychological changes during early adolescence. Some experts believe that hormones may cause an increase in negative emotions such as anger. They may also inhibit positive emotions such as happiness.

Today we are going to watch a film which describes the physical and emotional changes of adolescence.

ACTIVITY:

Pass out index cards or slips of paper and explain the procedure for the anonymous Question Can. Tell students that anytime during the class they should write any question they might be embarrassed to ask aloud. At the end of class, all students will fold their card or paper and put it in the Question Can whether they wrote a question or not. Students will then know that questions are truly anonymous. Questions will be answered at the beginning of the next class.

Tell students that today we are going to discuss puberty. Point out that the changes in their bodies and in their feelings as they move into the stage of life called *adolescence* are all very natural. The ultimate goal of this lesson is to help them understand the changes that are happening, will be happening, or have happened to them during adolescence. It is important for them to realize that anxiety and confusion about this stage of life are natural.

Review the *ground rules* and stress the importance of being respectful, and that everyone's opinion is important–there are no put-downs!

Introduce the video by saying,

Today we are going to review information about puberty—a time in all of our lives when we grow and develop and when our bodies begin to change from child-like bodies to adult-like bodies.

Ask the group, *How is a man's body different from a boy's?*

Write their responses on the board. Now ask,

How is a woman's body different from a girl's body?

This is a time when they may answer using slang. Try not to censor them, but rather point out that the word they used is the slang for _______ and put the correct word on the board. **Because of the many slang terms in various languages and cultures when referring to physical development, you may just want to tell the students the differences as you put them on the board.**

Tell participants they are now going to see a film that explores these changes. Mention that although it is designed for young adolescents, the film presents much information that will prove beneficial for parents as well. Tell students you hope they will feel comfortable discussing the film and what they learned with their parents. Encourage that discussion but be aware that many parents may not be comfortable discussing these topics. After we see the video, we are going to come back to the list we have made and see if we need to add anything or take anything off the list.

Show the film and then ask:

- *What did you think about the film?*
- *Was there anything you're unclear or confused about?*

Go back to the original list: Ask students if anything needs to be added or deleted.

DISCUSSION:

- *What is puberty?*
- *When does puberty occur for boys? For girls?*
- *Why do girls menstruate? What does that indicate?* (That a girl is reproductively mature—capable of having a baby—which can happen even before the first menstrual cycle. It does not mean that she is ready to have a baby but rather that her body is capable of conceiving.)
- *Why do boys have "wet dreams"? What do "wet dreams" indicate?* (That a boy is reproductively mature. That does not mean that he is ready to become a father but rather that his body is capable of impregnating a female.)
- *How do feelings change during puberty?*

SUMMARY/KEY POINTS

- Each person will go through all the stages of physical and emotional development as an individual journey, at his or her own time.
- It's perfectly natural to feel apprehensive about these physical and emotional changes.
- No two people will develop or experience these changes in exactly the same way.
- The important thing to remember is that however and whenever you experience these changes is OK FOR YOU!
- It is extremely important that each of you be respectful of each other as you go through the changes of adolescent development. (REFER to GROUND RULES.)
- If you have questions or concerns, talk with your parents or another adult. They went through the same changes you are going through. In some cultures, students may be very apprehensive about speaking with parents on these issues. Be sure to validate that many people, adults and adolescents, are uncomfortable discussing human sexuality issues. The important thing for you to understand is that there are adults such as teachers, school nurses, counselors that can talk with you about these issues to make sure you have accurate information. If you have specific questions, we will have an opportunity at the end of class to use the Question Can or you may ask them verbally if you are comfortable doing so.

Don't forget to have all students write something (even if they don't have a question) and put it in the anonymous Question Can. Encourage them to use this for any question or concern they may have.

In ***Thoughts for Today*** *in your workbook, complete the following sentence about adolescent development.*

I used to think. . . . Now I know. . . .

ASSIGNMENT:

Make a list the three best and the three worst points about being an adolescent. There is a space on page 56 of your workbook to record your thoughts. There is also a space to record things that might make this stage of life more comfortable. Having accurate information would be an example of one thing you could write there. Can anyone think of anything else?

If students are older or have had reproductive health education before, this lesson could be a review by using a video on human reproduction or a presentation by a health professional. It should focus on issues pertinent to the group and be culturally and age-appropriate. The **Thoughts for Today** and "Assignment" will be made age-appropriate by the students' responses.

The **Thoughts for Today** and "Assignment" should be included even if you just have a review. The student responses will make these components age-appropriate. Some students in junior high and high school do not understand reproductive health even if they have had it before. If this is the case, this lesson should be very basic. A good way to assess students' awareness on the subject is to use the anonymous Question Can at the beginning of the class.

LESSON TWO—Social Development

Objective: **Students will understand how their physical and emotional development impacts their social development.**

> *Life is a series of experiences, each one of which makes us bigger, even though sometimes it is hard to realize this. For the world was built to develop character; and we must learn that the setbacks and griefs which we endure help us in our marching onward.*
>
> —Henry Ford

TEACHER PREPARATION:

Before class, review all the questions from the anonymous Question Can and determine how to appropriately answer them. It is important to try to answer every question. If there are questions which you feel are highly inappropriate, be sure to acknowledge them and make a statement such as this:

There is a question (or several questions) which I am unable to answer because

- *It is a personal question and I, just like you, have the "right to pass" - not answer a question. I can understand that you might be curious about my personal life but I feel it is inappropriate to answer personal questions.*
- *The question(s) is about a subject that*
  - *I don't have adequate information about.*
  - *is not a topic that is covered in this curriculum.*
  - *is about an individual value and should be answered only by a parent.*

If the person who asked a question which was not answered today would feel comfortable seeing me after class sometime, I will try to direct that person to someone who could answer the question.

LECTURETTE:

Adolescents experience a tremendous growth spurt. In fact, only the fetal period and the first two years of life compare to the amount of physical growth experienced by an adolescent.

The biological hallmarks of adolescence are marked not only by a noticeable increase in the rate of growth and body size, but also by the rapid development of the reproductive organs and, therefore, the appearance of sex characteristics.

Physical maturation occurs at different ages for different individuals. The timing of maturing can make an enormous difference to an adolescent's social development. Boys who mature early are generally looked upon favorably by their peers, while early maturation can be stressful for girls.

Many adolescents experience periods of extreme self-consciousness as they compare their body shape and size to that of their friends and to the American ideal. The mass media manipulate this tendency by marketing stereotyped images of attractive, exuberant youths who glide through adolescence without pimples, braces, or unattractive proportions.

Given the fact that physical changes are taking place very rapidly, it is no wonder that young people are often preoccupied and dissatisfied with the way they look. Even the most attractive teenagers worry about their hair, their nose, their complexion. But teenagers will usually judge their own physical appearance by what they think their friends see as attractive. During this time every young person must learn to live with him or herself while maintaining relationships with others as well.

While adolescents are experiencing physical and sexual maturation, modern society puts demands on them. They are expected to concentrate on decisions about education, careers, and skill development. They must begin to think about choosing a path for adult life.

Having to discover their own values in a society with conflicting models puts quite a burden on today's young people. Child development experts believe that the problems of most adolescents rise from a tension between one's self and society.

Entering adolescence poses a dilemma for most young people.

Yesterday we watched a film and you had an opportunity to put your questions about adolescence in the Question Can. Let's take some time to address those questions.

ACTIVITY:

Begin today's activity by answering or at least acknowledging all the questions from the previous class. There may be several and there may be very few. It is extremely important to answer or acknowledge *all* questions even if it takes a great deal of the period. You can adjust the activities left to the remaining time or eliminate an activity. If there are specific questions that you know students in your class have but they are too shy to ask, you may put those in the Question Can as anonymous questions.

After answering the questions, ask the students to take out their assignments and review what they listed as the *best* and *worst* things about being an adolescent. Next ask them to write beside each of the items whether the item is physical, emotional, social, or intellectual or a combination of one or more of those elements. (Those terms may need to be defined.)

Physical:	Actual physical changes that occur in your bodies—the changes we talked about yesterday
Emotional:	How you feel about yourself and others (all feelings)
Social:	How you interact with others—both family and friends

Intellectual: How you think–the learning process—and the application of ideas and strategies both concrete and abstract.

After giving them a few minutes to think about this and write their responses, ask if anyone would be willing to share the *best* and then the *worst*. Record the two lists on the board. Continue sharing until you have a sizable and representative list. If either list doesn't have many items, encourage them to brainstorm by asking them to think of things that the average adolescent might add to the list. This activity is much more effective if the students have brainstormed the list. Some of the ideas below might help get them started.

Ideas for worst list:

- My nose is too big.
- I have to wear glasses.
- I hate having pimples.
- I hate having freckles.
- I hate being short.
- The desks at school are uncomfortable because I am so tall.
- I can't find clothes that fit that are stylish because I'm too small or too big.
- My hair is curly and ugly.
- My hair is straight and unruly.
- I am embarrassed to undress in P.E.
- I don't have any hair on my chest or legs.
- I have too much hair on my chest or legs.
- I don't have any hair to shave.
- I am so hairy I have to shave everyday.
- My voice squeaks.

Optional (If approved by your administrator)

- I get erections at unexpected times.
- I'm nervous about my period.
- I'm the only one who doesn't wear a bra.
- My breasts are too big/small.

Divide students into small groups and ask them to select a recorder. Assign one item from the *worst* list to each group. (The reason we are using items from the *worst* list is that those from the *best* list usually do not cause adolescents problems for which they would be seeking advice.) They are to use the item to a write a short *letter to an advice columnist*. Using practical reasoning, they are to provide solutions or advice and answer that letter. They also need to decide if the *worst* list item is a **physical, emotional, social or intellectual** problem. If it is physical or emotional, how might it impact social behavior? If they finish quickly, ask them to select another item and continue to write letters and answers. Leave enough class time to process the activity.

Bring them back together as a large group and have the students share their work. As they share their letters/answers, have the students answer these questions:

- *Were most of the problems physical, emotional, social or intellectual?*
- *How do you think the physical and emotional items impact social development?*

Let's look back at our *best* list for a moment. Can we add some items that would make teens (adolescents) feel good about themselves?

Remember to use the anonymous Question Can for students to submit questions to be answered at the beginning of the next class! Once again ask every student to submit a paper for the anonymous Question Can. *After today, the can will be here for anyone who chooses to use it but this will be the last time we use it as a group.*

ASSIGNMENT:

Complete the assignment in your workbook on page 57.

One of the best ways to enhance our own self-esteem is to do something positive for someone else. I would like for each of you to do something nice for someone else each day —an unsolicited good deed (without being asked!).

In your ***Thoughts for Today*** *write how you felt about yourself when you did something nice for someone else.*

Note: The teacher may want to start each class by asking for a volunteer to share his or her good deed from the previous day.

LESSON THREE—Intellectual Development

Objective: Students will be aware of who and what influences their social and intellectual development.

> *Some people are moulded by their admirations, others by their hostilities.*
>
> —Elizabeth Bowen

TEACHER PREPARATION:

Review the Case Studies on page 58 of the workbook. Feel free to develop some additional Case Studies if these do not seem relevant to the class in front of you.

LECTURETTE:

During adolescence, relationships with others, especially parents, begin to change. Puberty leads to increased adolescent independence, decreased parent-child closeness, increased mother-child conflict for both boys and girls and increased father-child conflict for girls. (Steinberg, 1988)

Social relationships, or those friendships with peers, take on a greater importance to the adolescent. Most teenagers will generally mold their personal appearance according to what they think their friends find attractive. During adolescence, youth are apt to "buy in" to trends in clothing, hair styles, jewelry, sports equipment. Sound familiar?

At some point in their development, adolescents tend to respond to an Imaginary Audience. (Elkind, Bowen, 1979) *Because they are preoccupied with the reactions of others, they often fail to differentiate between how they feel about themselves and how they think others might feel about them. They act as though they are performing for an imaginary audience, one that is as concerned with their appearance and behavior as they are themselves. In fact it is difficult for teenagers to perceive the world through anyone's eyes but their own.*

As adolescents mature, however, they gradually overcome their self-centeredness, and develop their own set of personal ethics–their knowledge of what is right and wrong.

ACTIVITY:

- Have students read the Case Studies in their workbooks on page 58.
- After the students have completed reading the Case Studies, discuss how the students are growing socially and emotionally. Identify and discuss the practical problems in these situations.
- Next have the students complete the form on Expectations on page 59 of the workbook.
- After students have completed the form ask them to analyze their form to answer the questions which follow. They are:
  - *Are there similarities and/or differences in the expectations you have for yourself and those expectations others have for you?*
  - *What are the differences? Does this cause problems? Do you anticipate that it will cause conflicts or problems in the future?*
- *The form which you just completed and the answers to those questions may be very private and you may not feel like sharing that information, so what I would like to do is have the class brainstorm several typical situations for adolescents your age, and using practical reasoning, we'll work in small groups or as a class to develop a plan to address those potential problems. These potential problems may be similar or different from your own. Using the examples below or ones you have developed, explain how you will use the situations they develop. Work on these as long as time permits.*
- The situations for which the class brainstorms solutions will make the activity age and culturally appropriate. You could also go back to the Case Studies in which you have already identified a problem and develop a plan. A couple of additional examples are listed below to show students the format.

Example A:

A student's parents may expect her to get married and begin a family right after high school. She may want to go to college but no one from her family has ever been to college. Using practical reasoning, help her develop a plan to begin now (she's in the eighth, ninth or tenth grade) to deal with this potential problem.

Problem: Parent's and student's expectations of long-range goals are different.

Plan for dealing with the problem: The student could begin to talk about interesting careers. She could learn information about financial aid available to help her get an education. Then she could pursue the career of her choice. She could make sure she is taking the right classes by discussing her goals with a school counselor. After she has a lot of accurate information, she could tell her parents her ideas.

Example B:

A student's girlfriend may want him to have sexual intercourse because all her friends are "doing it." He may really like her but he may feel he is not ready for the responsibility of being a parent if she gets pregnant. He doesn't want to jeopardize his future goals. Using practical reasoning, help him develop a plan to resist this pressure and still maintain the relationship.

Problem: The boy and the girl have different expectations of the relationship.

Plan for dealing with the problem: The boy could learn information about pregnancy and diseases. He could practice what he will say to the girl using facts as well as his feelings about having sexual intercourse. He could find a time to have a conversation with her when he wouldn't feel pressured. He could begin by telling her how much he likes her and how he wants to maintain the friendship. He could then share with her his goals and how becoming a father or contracting a disease would interfere with those goals.

SUMMARY/KEY POINTS

- Each of us is influenced by the expectations we have for ourselves and the expectations others have for us.
- It is important to assess how we are affected by our personal expectations and those of others.
- It is also important to understand that, as we grow and develop into mature adults, these expectations may increase and/or change.
- It is also important to understand that, when the expectations we have for ourselves and the expectations others have for us are different, conflict may arise.
- It is important to learn skills to help us resolve these and other conflicts in our lives.

CHAPTER FOUR Self-esteem

LESSON ONE—Self-assessment

Objective: **Students will understand the importance of valuing themselves.**

The measure of your worth is inside your heads and hearts and not in your possessions or on your backs.

— Marion Wright Edelman

TEACHER PREPARATION:

- Index cards or slips of paper and pencils for students
- Positive pronouncement cards

LECTURETTE:

Self-esteem is a term we use a lot and it's something we'd sure like to have, but where do we go to get it? First of all, do we even know what it means? Who can give us a definition of self-esteem?

Self-esteem means, simply, valuing one's self. Or, in the words of a California Task Force dedicated to promoting self-esteem, "Appreciating my own worth and importance and having the character to be accountable for myself and to act responsibly toward others.[*]

Self-esteem means, simply, "valuing one's self."

So that definition tells us that gaining self-esteem is more or less a "do-it-yourself" job.

Virginia Satir was a California psychologist and teacher. She brought to life the concept of self-esteem and pioneered new therapies as a result. Self-esteem was central in her work and she helped inspire legislation which created the California Task Force to Promote Self-esteem and Personal and Social Responsibility.

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[*] "Toward A State of Esteem, The Final Report of the California Task Force to Promote Self-esteem and Personal and Social Responsibility," California Department of Education, 1990.

This essay written by Virginia Satir, is called I Am Me.

I AM ME

I am me.

In all the world, there is no one else exactly like me. There are persons who have some parts like me, but no one adds up exactly like me. Therefore, everything that comes out of me is authentically mine because I alone chose it.

I own everything about me–my body, including everything it does; my mind, including all its thoughts and ideas; my eyes, including the images of all they behold; my feelings, whatever they may be–anger, joy, frustration, love, disappointment, excitement; my mouth, and all the words that come out of it–polite, sweet or rough, correct or incorrect; my voice, loud or soft; and all my actions, whether they be to others or to myself.

I own my fantasies, my dreams, my hopes, my fears.

I own all my triumphs and successes, all my failures and mistakes.

Because I own all of me, I can become intimately acquainted with me. By so doing I can love me and be friendly with me in all my parts. I can then make it possible for all of me to work in my best interest.

I know there are aspects about myself that puzzle me, and other aspects that I do not know. But as long as I am friendly and loving to myself, I can courageously and hopefully look for the solutions to the puzzles and for ways to find out more about me.

However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is me. This is authentic and represents where I am at that moment in time.

When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting. I can discard that which is unfitting, and keep that which proved fitting, and invent something new for that which I discarded.

I can see, hear, feel, think, say and do. I have the tools to survive, to be close to others, to be productive, and to make sense and order out of the world of people and things outside of me.

I own me, and therefore I can engineer me.

*I am me and I am okay.**

ACTIVITY:

- Hand out the index cards (or papers).
- Tell the students to write something *positive* about themselves — special interest, a talent, or experience — that makes them unique. It should be something that isn't a secret that other people can hear about. *No names on the cards!*

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* "I Am Me," Satir, Virginia, Celestial Arts, Millbrae, CA.

- Collect the cards, shuffle them, redistribute them, being careful not to return anyone's own card to them. (You will have to ask if anyone got his or her own card. If so, make adjustments so no one will know who got what card.)
- Tell students to move around the room and talk to each other, introducing themselves if they don't know each other well and telling each other what their unique (positive) characteristic is. If the person they are talking to holds *their* card, the student should retrieve it. They should continue talking with other students until they have retrieved their own card and they have found the person whose card they originally held. Once they have accomplished that, they should take their seats.
- When everyone has matched the card to the correct person, go around the room and have each student read what is on the card.
- *How did it feel to tell people positive things about yourself? Point out that we are not always accustomed to doing that but that we should emphasize our strengths and we can do that without bragging or being obnoxious.*
- *Did anyone learn something new and interesting about someone well known to you?*
- Comment on the diversity and the richness of the group and the many talents and interests the members of the group have. Point out that we also have different values and backgrounds and that in this class all will be acknowledged and respected. One of the things we hope this class accomplishes is that we begin to communicate positively about ourselves.
- Ask students to turn to the assessment "How Well Do You Like Yourself?" on page 60 of their workbook.
- Go over the instructions, reminding students to mark their responses quickly based on their first impression. Stress the importance of answering honestly rather than marking what they think should be the answer.
- Be sure you emphasize that they will not be sharing these answers with anyone unless they choose to do so.
- *After* the students complete the assessment have them total the numbers of their responses. Ask them to read the *Scale for Self-esteem* on page 61.

200-225	Very high self-esteem, positive self-worth, you like yourself.
120-195	Self-esteem and self-worth are good. You accept yourself and your life. Self-image could be improved with conscious effort.
45 -115	Self-esteem is so-so. Acceptance of yourself and your self-worth is less than desirable. You need to work on improving your self-image. You may want to practice being your own best friend and follow some of the advice given below.
Below 45	Very low self-esteem and self-worth. Health and personal growth could suffer. You need to develop relationships which give you encouragement and support. You also need to work on changing your own negative attitudes and behaviors.

It might help to talk about this with someone you trust. Try to practice the advice given below, in the Summary/Key Points.

- You should be prepared to make referrals to counselors or administrators for students with scores below 45.
- Ask the students to look at their assessments. If they marked an item with a zero or a five, have them ask themselves *why* they did so. They do not need to share these thoughts.
- Next ask students to silently think of one thing they can do to better accept themselves to improve self-image in relation to that item. Ask students to write those action steps in their **Thoughts for Today**.
- After the students have completed their writing, ask the students to refer back to their assignment in Chapter Three, Lesson Two on page 57 of their workbook where they wrote things they could do to make themselves feel good, others feel good and one thing they would like for all people to do to make everyone feel good. Ask students to share some of their thoughts from that page.
- After some sharing, tell students that you hope some of those ideas will be helpful to any student who scored below 45 on the "How Well Do You Like Yourself?" assessment.
- Also ask how many students have started doing one good deed for someone else. Encourage students to continue to do so or to begin to do so.

SUMMARY/KEY POINTS

- One of the best ways to improve our self-esteem is to be nice to ourselves. Begin saying nice things to yourself. Start each day with a positive comment to yourself about yourself and reinforce that comment throughout the day.
- Surround yourself with positive people and people who are positive about you. Don't allow others to "put you down."
- Accept yourself as you are right now and begin to work to change those things that you don't like or want to improve about yourself.
- Set goals for yourself — small, medium and large. Congratulate yourself as you accomplish even the smallest of goals.
- Substitute "I can" and "I'll do my best" for "I can't" in your vocabulary. Begin to see yourself as successful and capable of reaching your goals.
- START NOW AND NEVER GIVE UP!

This activity is adapted from *Adolescent Parent Resource Guide,* Ohio Department of Education, p. 73.

ASSIGNMENT:

Design your Personal Ship on page 62 of your workbook.

- My favorite possession
- What I do best
- Greatest success in the past 12 months
- Unrestrained by money and commitments, what I would do in the next 12 months
- Three words that best describe me
- What I am really trying to get better at
- Three successful experiences I've had in my life (fun and success)
- Biggest mistake
- Three words I would like people to use to describe me

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LESSON TWO—Positive Approach to Personal Empowerment

Objective: **Students will recognize characteristics of high and low self-esteem and understand how self-esteem influences their successes and failures.**

> *You must begin to think of yourself as becoming the person you want to be.*
>
> — David Viscott

TEACHER PREPARATION:

- Copy the rhyme from the lecturette on the board or on newsprint.

LECTURETTE:

During our last class we began thinking about the concept of self-esteem or how we feel about ourselves. We know that many factors can influence our self-esteem but in reality we can take charge of our own personal empowerment. Each of us ultimately determines our own self-esteem. Eleanor Roosevelt's famous quotation, "No one can make you feel inferior without your consent," helps us understand that you are in charge of your own thoughts!

The following rhyme (copied on the board or newsprint) might be one you want to memorize. It is easy to remember and should be repeated each day as we develop our self-esteem.

How high I am,
How much I see,
How far I reach,
Depends on me.

Source Unknown

Self-esteem is like an oak tree. It begins from a small seed and needs to be nurtured to grow into a mighty oak. When it is just a sapling, it needs a great deal more attention and is very vulnerable. As it grows into that mighty oak, the many years of positive growth serve it well. It does not need as much attention but it cannot be totally ignored. It needs to be in an environment where it receives the proper water and food and a place *where its growth won't be thwarted. It is no longer vulnerable to many factors but can still be toppled by a storm, drought, or cut down by man.*

Like the oak, our self-esteem needs to be nurtured from the time we are born. A child who feels valued from the day it is born will be more likely to have good self-esteem. The way parents communicate with a child sends a powerful message to the child about his/her self-worth.

During our early years we are dependent upon others for our care and well being but as we grow into adults we assume the responsibility for our own well being. This applies to our self-esteem too. We can empower ourselves to feel good about ourselves.

Remember the summary from our last class:

One of the best ways to improve our self-esteem is to be nice to ourselves. Begin saying nice things to yourself. Start each day with a positive comment to yourself about yourself and reinforce that comment throughout the day.

Surround yourself with positive people and people who are positive about you. Don't allow others to "put you down."

Accept yourself as you are right now and begin to work to change those things that you don't like or want to improve about yourself.

Set goals for yourself—small, medium and large. Congratulate yourself as you accomplish even the smallest of goals.

Substitute "I can" and "I'll do my best" for "I can't" in your vocabulary. Begin to see yourself as successful and capable of reaching your goals.

How many of you have ever heard the IALAC story? IALAC means I AM LOVABLE AND CAPABLE and the IALAC story goes something like this. Each of us has a sign hanging around our neck that says IALAC. This is an invisible sign but it's there. Every time something happens that damages our self-esteem, a little piece of the sign is torn off. Every time something happens to enhance our self-esteem a little piece of the sign is restored.

As we begin our class today, let's brainstorm examples of high and low self-esteem. These should be qualities that would indicate a person has high self-esteem and then those qualities that would indicate that a person has low self-esteem such as:

HIGH—Takes responsibility for own actions

LOW—Blames others

ACTIVITY:

- Divide the class into small groups. Have students select a recorder.
- Brainstorm examples of high self-esteem and low self-esteem.
- Have students share as a large group while remaining in their small groups.

- Be sure their lists include but are not limited to the following:

HIGH

Takes responsibility for own actions
Is willing to try
Self confident
Enjoys self and life
Concerned and sensitive to the needs of others
Feels loved
Feels needed

LOW

Blames others
Is afraid to make a mistake
Is uncertain of own opinions, ideas and actions
Is easily influenced by others
Is seldom happy
Focuses only on self and rarely thinks of others
Feels persecuted

Let's write a story of a day in the life of a typical junior high (or high school) student.

As we do this part of the activity, decide if your student's IALAC sign gets bigger, stays the same or gets smaller.

- Assign half the small groups *high* and half the small groups *low* self-esteem. Each group should name its student using an adjective that indicates whether he or she has high or low self-esteem. Examples: Super Sally and Pathetic Pete. **Remind students not to use names of people in the class.**
- As you read the following, each group should record how its student responds. Use the example below to explain what you want them to do.
- Remember to give students time to discuss and record their responses after you read each statement but encourage them to stay on task and do so quickly.

I am going to give you an example of what I want you to do. I will read a statement such as. . . .

- *Your student didn't hear the alarm and got up thirty minutes late.*

If your group has a positive self-esteem student like Super Sally, you might write something like this:

- *Super Sally: "I'm really going to have to rush to get to the bus, but I can do it."*

If your group has a negative self-esteem student like Pathetic Pete, you might write something like this:

- *Pathetic Pete: "I'll never get to school on time and I'll probably get a detention."*
- *We'll continue this story and you fill in your student's response. Are there any questions?*

If students seem unclear, give them another example. If they understand, read the following statements allowing time between each for them to record their responses.

  - *Your student's mother yelled upstairs, "I'm running late; you'll have to fix your own breakfast."*
  - *Your student misses the bus, but a neighbor (who is sort of a nerd) offers a ride to school.*
  - *When your student arrives at school, a crowd of students begins teasing him/her about how he/she got to school (because they saw him/her riding with the nerd).*
  - *The bell rings for first period and the teacher pops a quiz for which our student isn't completely prepared.*
  - *During lunch time someone at the table spills a Coke and it gets on our student.*
  - *During P.E. our student tears his/her gym shorts.*
  - *During last period the teacher returns the research papers and our student received an A.*
  - *After school all the kids are going to hang out at the park but our student is supposed to go straight home.*
  - *During dinner Mom asks our student to do the dishes before talking on the phone.*
  - *Friend calls and says that he/she heard that someone is going to ask our student to prom.*
  - *At bedtime who remembers to check the alarm?*
- Reconvene the large group and have the students share some of their responses as you reread the statements above.
- *At the end of the day, which students had larger or the same size IALAC signs? Which ones had smaller?*

We heard a lot of the ways that students stayed positive even though things weren't going great. It's important that we know things we can do when things aren't going just right. In your workbook, on page 63, write five CONCRETE things you can do to enhance your self-esteem, then write some specific actions for improving your self-esteem and the self-esteem of others.

In your **Thoughts for Today** *write one thing you did well this week and one thing you can improve on.*

LESSON THREE—Self-talk

Objective: Students will begin to be comfortable saying positive things about themselves while recognizing the uniqueness and/or special talent of each person in the group.

> *We all have voices in our heads which talk to us on an almost constant basis. Our voices give us messages continually, and what they say to us affects us. . . .*
>
> — Juliene Berk

LECTURETTE:

We've been talking about the many influences on self-esteem, self-concept, and self-worth during the last few lessons. One of the very greatest influences of these self–items is SELF!!

We do have the power to influence our self-esteem, self-concept and self-worth, both positively and, unfortunately, negatively!

*Many individuals have written books about the positive effects of self-talk–giving yourself positive messages over and over. Neuroscience tells us that our brains are just like computers. Every single message you have ever received is stored in your brain, either consciously or subconsciously. Unfortunately, our brains cannot tell the difference between true and false. The brain is designed to just store information. If we feed inaccurate or faulty information into our brains, our brains store that inaccurate information, and then when it's time to act on that subject, that faulty information is what the brain acts upon.**

Think of this example. Suppose you had never seen snow or volcanic ash. You had never even seen a picture of either one. Also suppose that you had been told all of your life that snow was grayish white, powdery, dry and dirty; that volcanic ash was white, could be heavy and wet or light and dry but would always melt when held in the hand.

One day you went on a game show and had the opportunity to compete for the "Grand Prize." The announcer read the question: "I am going to identify the properties of two substances. If you can correctly name each substance you will win the grand prize. OK. The properties or characteristics of the first are as follows: grayish white, powdery, dry and dirty. The other one is white, could be heavy and wet or light and dry but

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* Concept from seminar by Shad Helmstetter, Phoenix, Arizona, April, 1993.

will always melt when held in the hand." How excited you were. Of course you knew the answers. With confidence you said, "The first one, grayish white, powdery, dry and dirty is snow and the second one, white, either heavy and wet or light and dry but will melt in your hand, is volcanic ash."

Imagine how surprised you were when the audience groaned and the announcer said,

"I'm sorry. Your answer is incorrect."

You see, your brain can only work with the information it is given. If we are constantly feeding incorrect or negative messages into our brains, then that information will determine our feelings and behaviors. The brain is designed to work on the strongest programs (messages we receive most often) whether they are true or not.

If we are constantly giving positive messages to ourselves, we will begin to feel positive about ourselves. On the other hand, if we are constantly reinforcing negative messages, we will feel negative.

We are going to begin class today with an activity to try to get some positive energy flowing here in our classroom.

First I would like each of you to think of a positive adjective to describe yourself that begins with the same letter as your first name:

Examples:

Marvelous Maria
Terrific Tricia
Tremendous Tyrone
Dynamic Dominic
Able Angela
Enthusiastic Ernesto
Clever Chandra

We are going to go around the room and have each person stand up and say his or her name and adjective.

As we do this, we will add on. In other words, if Dominic is first, he will stand up and say, "Dynamic Dominic," next Ernesto will stand up and say, "Dynamic Dominic" and "Enthusiastic Ernesto." Next Chandra will stand up and say, "Dynamic Dominic," "Enthusiastic Ernesto" and "Clever Chandra." This will continue all around the room until we all have had an opportunity to participate. If someone gets "stuck," we will all help. If time permits, you may want to go around the room twice and see if the "positive energy" can move faster the second time.

DISCUSSION:

After this activity is over, ask the following questions:

- *How did it feel to have a positive comment about yourself repeated over and over by your classmates?*
- *For some of you, toward the end of the exercise, did you find yourself wishing you were at the beginning? Why or why not?*
- *For most of us it is more difficult to think of something positive about ourselves than to think of something negative. Why do you think this might be true?*

SUMMARY/KEY POINTS

- We can make a difference in how we feel about ourselves by using self-talk to constantly reinforce positive messages.
- We know that in order to remove old negative messages from our computer/brains, we must override those negative messages by feeding in positive ones. *The brain does not have a delete key.*
- If we want to get rid of a negative message like "You're stupid, you can't do anything right," we have to put in a clear, strong, repeated positive message (that's tied to a goal) and do it for a period of time long enough for the old message to be overridden or erased. Example: "You have a good brain and you are smart! You can do anything you want to do if you stick with it and keep trying!"
- If we hear the positive message long enough and strongly enough, the negative message will eventually be overridden and the positive message will be the one that we believe and act upon.

ACTIVITY:

We have all thought of an adjective that begins with the same letter as the first letter of our name. Now let's turn to page 64 of our workbooks and complete our whole name—first and last—by doing the same thing.

After the students have had time to complete their name acrostic, have them complete the MYSELF AND OTHERS* chart on page 65.

MYSELF AND OTHERS:

	My Opinion of Me	Others' Opinion of Me
My Intelligence		
My Appearance		
My Goals		
My Talents		
My Personality		
My Responsibility		
I As a Friend		
I As a Parent (Now)		
I As a Parent (In the future)		

- *Are your opinions of yourself higher or lower than the opinions you perceive others have of you? Why or why not?*
- *How do you feel about the similarities and/or differences?*

In your ***Thoughts for Today*** *write a positive self-talk phrase that you will begin to say to yourself each morning when you wake.*

ASSIGNMENT:

Tomorrow we are going to talk about assertive, aggressive, and passive behavior. On page 66 of your workbook, briefly script a situation that has either happened to you or you see happening in your school or community. Think about how behaving assertively would be helpful.

Note to Teacher: This assignment also should be written on notebook paper so it can be turned in to you. You will be able to use these for role plays during the next class.

If you don't understand the meaning of the above behaviors, the definitions are on page 66 of your workbook.

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* Adapted from *Adolescent Parent Resource Guide*, Ohio Department of Education, p. 78.

LESSON FOUR—Taking Charge

Objective: **Students will understand assertiveness techniques and have the opportunity to practice these skills.**

> *The worst thing one can do is not to try, to be aware of what one wants and not give in to it, to spend years in silent hurt wondering if something could have materialized—and never knowing.*
>
> — David Viscott

LECTURETTE:

More students your age have problems because they give in to peer pressure than for any other reason. Who can give me a definition of peer pressure? (Write students' definitions on the board.)

Giving in to peer pressure is PASSIVE BEHAVIOR.

What is passive behavior? (Write students' definitions on the board.)

Passive behavior:

avoids conflicts
manipulates others
denies responsibility for her or his own actions
gives people the idea they could change our mind if they work at it

Fighting with others to avoid peer pressure is AGGRESSIVE BEHAVIOR.

What is aggressive behavior? (Write students' definitions on the board.)

Aggressive behavior:

sometimes resolves conflicts but violates the rights of others
intimidates
isn't always an honest expression of how you feel

Practicing ASSERTIVE BEHAVIOR is a way to prevent problems and maintain good friendships.

What is assertive behavior? (Write students' definitions on the board.)

Assertive behavior:

allows a person to express honest feelings comfortably
is direct and straightforward
is a way to exercise personal rights without denying the rights of others without experiencing undue anxiety or guilt

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A few years ago Nancy Reagan started a "Just Say No" campaign. It helped students know that it's important (and sometimes even popular) to say "no" instead of giving in to peer pressure. But what if you don't know how to "just say no." What if the consequences of saying "no" are too frightening?

If you are faced with such a problem, the first thing you need to do is ask yourself, "What is the worst thing that could happen if I say 'no'?" If you think it will cause you to loose your popularity, you may be wrong. On the whole, others generally admire people who are strong enough to stand up for what they believe. The main trick is to say "no" in a strong, no-nonsense sort of way. When you speak with strength, it is a sign of leadership.

TEACHER PREPARATION:

- Copy decision-making model on board or newsprint and have it posted during role plays.
- Prepare several short role plays that are applicable to students in your classes. These will then be age and culturally appropriate for your students. Your student assignments from the last class can be used as appropriate.

ACTIVITY:

- Collect the students' assignments from the previous class and go over the following definitions of aggressive, assertive and passive from the workbook.

Aggressive: Saying what you think or doing what you want regardless of anyone else's feelings. Only thinking about your own needs.

- Pushing yourself and your views on others
- No respect for others' feelings or rights

Assertive: Standing up for yourself; acting in your own best interest but doing so with regard and respect for others feelings. Stating your thoughts, desires or feelings with

    - Clear direct statements
    - Making eye contact
- In a respectful manner showing concern for others' feelings

Passive: Taking no action in order to avoid conflict. You have feelings and desires but you do not express them openly.

- While being respectful of other people's rights, you have the right to
    - Ask for what you want
    - Refuse someone else's request
    - Change your mind if you made a decision that wasn't in your best interest

- Give some short examples and ask the students to identify whether the action taken or the statement made was aggressive, assertive, or passive. Ask the students how they would change aggressive or passive statements to assertive statements.

Examples (or develop your own):

- Two boys were out in front of school when Robert walked by. One of the boys said, "Want to cut class with us?" Robert replied, "That's ditching and I don't need another detention. Why don't you guys come on to class with me?" he asked as he kept walking toward class.

Assertive: Clear direct statements —**identified situation and named it** ("that's ditching")—**stated the consequences** ("I don't need another detention.")—**respectful** (didn't put others down)—**suggested alternatives** ("Why don't you guys come on to class with me?")—**took action** (kept walking to class).

- Susie wanted to borrow Maria's new blouse. She knew Maria probably wouldn't want her to but she was determined. She went to Maria's house. "Maria, I have to have your new blouse for this weekend and I won't take no for an answer. Remember all the times I've let you use my things. If you don't let me, you'll be sorry! I'll tell everyone everything I know about you." Maria didn't want to let Susie have her blouse, but she didn't want to start a fight so she said, "OK!"

Aggressive: Susie didn't care about anyone else's feelings.
Pushed her views and thoughts on Maria

Passive: Maria took no action to avoid conflict.
Did have feelings and desires but didn't express them

- Change Susie's actions to assertive. Change Maria's actions to assertive.
- Next demonstrate one of the situations you have prepared by performing a role play for the students with the help of a student or students. You can solicit the help of students prior to class and tell them what will be expected of them. If your students are accustomed to role plays, they may be comfortable doing this spontaneously.

Chapter Six, Lesson Three is on decision-making. You may feel it is important to have discussed a decision-making model prior to this exercise. If you feel that it would be helpful for your students to use a decision-making model for this lesson, be sure that you use the same model both here and in Chapter Six, Lesson Three.

If the students are familiar with a decision-making model, you will want to review that model. If there is not a universally accepted model in your school, you may want to discuss this issue in a staff meeting so that one is adopted. If there is no interest in a universal school model, then choose one that you like and you feel will be easiest for your students. The one described below is merely a suggestion. There are many models available.

DECISION-MAKING MODEL

- Identify problem or conflict
- Name the trouble or dilemma—put a concrete name to it
- State the consequences
- Suggest alternatives
- Decide on an action
- Take action and/or leave situation
- Evaluate decision

- This model has three separate components and could be called the SODA model:

Stop!	
Observation Stage—	Identify and name the problem, conflict or potential trouble or dilemma, state the consequences.
Deciding Stage—	Suggest alternatives and decide on an action
Acting Stage—	Act on the decision and evaluate what happened

- Continue practicing role plays using the situations that you and the students have identified. As you give students the situation to perform, whisper the type of behavior they are to exhibit.

Note: Be sure to read the students' situations before they are used for role plays to be sure they are appropriate.

- As students do the role plays, have the other students observe aggressive, assertive, and passive behaviors. When they observe aggressive or passive, be sure to ask how that behavior can be changed to assertive.
- After the students have completed the role plays, ask the following questions:
  - Which method makes you feel the best? Why?
  - Which method makes all people involved feel the best? Why?
- If students seem to get "stuck" in the role plays, remind them to look at the posted decision-making model and coach them through the steps. Many times students forget to put a concrete name to the problem and state the possible consequences.

SUMMARY/KEY POINTS

- Standing up for your own values and rights takes practice.
- It is usually in your best interest to act assertively. People usually feel better about themselves if they do act assertively.
- Once in a while it is necessary to act aggressively or passively for your own safety.
- Once in a while it is also in your best interest to act passively to avoid conflict but acting assertively is usually the best choice.

In your ***Thoughts for Today*** *write an assertive phrase that could be used in most situations where someone is asking you to do something that is not in your own best interest.*

ASSIGNMENT:

Complete the sentence "I think acting assertively is the best choice because. . . ." This is in the middle of page 66 in your workbook.

CHAPTER FIVE Creating Your Dream

Objective: **Students will realize that they are their own best resource and that they are in charge of "Making Choices" which impact their lives.**

LESSON ONE—Setting a Course

Objective: **Students will begin to focus on "What Do You Want?" in their lives.**

> *I tried always to do better: saw always a little further. I tried to stretch myself.*
>
> — Audrey Hepburn

MATERIALS NEEDED:

- Tape recording of "soft" instrumental music (Music with sounds of nature, such as waves or waterfalls or birds singing are especially effective.)
- Tape player

LECTURETTE:

How many of you have been asked what you want to be when you grow up?

How many of you already know?

In many ways it's more difficult for you to answer that question than it was for your parents and their parents!

For one thing, you have more choices. Because society is learning to include men and women in almost every career field, there are more occupational choices for both girls and boys.

On the other hand, experts predict that you will have at least seven careers in your life. This is because you will probably live longer than previous generations and because jobs are less permanent than they were for your parents when they were starting out. With ever-changing technology, companies are constantly making major changes to compete in a world market. These changes often create job opportunities, but they can also cause job loss.

The best prepared person is someone who has a variety of interests and skills. The best prepared person is one who makes education and job training a life-long program.

It is important to know what your goals are so you can know how to prepare yourself for success. Goals are like a light that guides our decisions. For instance, if you know you want to be an airline pilot, you can begin to prepare, even now, by taking science and math classes and talking to people in aviation. You can learn about the qualifications for becoming a pilot to see if you fit those qualifications.

Learning to set goals requires listening to our inner voice. Each of us has a source of knowledge within our own minds. That source guides our decision-making even when we don't realize it. It is important to learn to listen to our inner voice because it is our conscience.

Note: Do not refer to this exercise as a meditation. Tell students it is an opportunity for them to use their imaginations to set goals.

Soften the lights, if possible, and ask the students to get into a comfortable position. If you are in a classroom that has adequate floor space, it is OK to ask them to lie on their backs on the floor.

Ask students to put down anything they are holding in their hands and to uncross their arms and legs. Wait until you think they are settled.

Ask students to take a deep breath through their nose and exhale loudly through their mouth. Then ask them to take another deep breath, hold it, and then exhale again through their mouth.

Start the music and after letting the music play a few seconds, read the following in a soft but clear voice:

Relax and let go of all of your thoughts of the day. Empty your mind, and focus your attention on my words. At the count of three, I want you to imagine that you are outside and that it is a wonderful and warm day.

(Count very slowly) *One . . . two . . . three*

Imagine that you are on a beach or under the shade of a tree or by a brook. Any place in nature that is attractive to you, but you want it to be peaceful. You want to imagine, above you, a deep blue sky. . .the clouds are silky, white and puffy. They are almost close enough for you to reach up and touch them. The breeze is blowing across your body, you feel warm. You feel peaceful. Relax and let go.

Above you is a bright sun and you can feel the rays of the sunlight shining down on your body. It lights up an area around your body of about six feet in diameter. There's a feeling of peace and relaxation coming over you, the tension and the pressures of the day seem to drain away from you. Your eyes are closed, your mind is focused on my word. You are comfortable as you relax and go deeper into your inner self.

Pause and let the music play a few seconds.

Beside you, lying on the ground, is a magic carpet. In your mind, I want you to see yourself sitting on the carpet. Get used to the way it feels under your body. It is soft, but strong. You trust its ability to lift you and carry you.

Let the carpet slowly lift you from the ground. First a few inches, then a few feet. Now you are rising higher and higher. The sun and breeze feel good against your face. You can see for miles and miles. Slowly the magic carpet begins to move. It is moving into your future. It is carrying you into a time in your life when you feel powerful. You have graduated from school and are living your life as an adult.

The magic carpet is hovering over the town in which you live. It begins to circle lower and lower and is now hovering closely above your home. Inside your home is the place you have made for yourself. What is it like? Is it an apartment? . . . a house? . . . a condo? . . . Who lives there?. . . Do others live with you or do you live alone? . . . Do you have a mate? . . . Do you have children? . . .

Pause a few seconds between each question.

Now, as you look down, watch as you leave your home. Following quietly on the magic carpet, see yourself travel to work. . . Where is it that you go? . . . How do you get there?. . . Do you drive a car? . . . Do you ride the bus or a train? . . . Perhaps you ride a bicycle. . . You arrive at the place where you work, and go to your work site. . .

Again, you begin to circle lower and lower. . . you are moving closer towards the work site. You move closer and closer until you can see yourself, busy at work. What is it that you are doing?. . . With whom are you working? . . . How do you feel about your work?. . .

Pause a few seconds between each question.

You watch for awhile and see what is happening during your day at work. What is it that makes you feel good about yourself? . . . What are your struggles? . . .

Pause a few seconds between each question.

Now it is time to leave your job for the day and you direct the magic carpet to follow you out of the workplace. As you leave, you direct the magic carpet to rise higher so you can see the community in which you live and work. . . What is the community like? . . . Is it a city? . . . Is it a small town? . . . Where is the community? . . . Is it in the mountains? . . . Is it on the plains? . . . Is it near a body of water? . . . What are the people like? . . What do you see happening there? . . .

Pause a few seconds between each question.

Where do you go from work? . . .

Pause a few seconds between each question.

What do you see happening? . . . How do you feel about your life?

Pause a few seconds between each question.

Now you direct the magic carpet back to your place in nature. You travel with ease, paying attention to how the breeze and the sunshine feel on your face. You see yourself below, relaxed with your eyes closed and you direct the magic carpet to hover over your body. Gently, quietly, you descend and land next to your body. You feel the ground under your body again and you feel the softness of the carpet.

At the count of three, you begin to come back to the present, your eyes will open and your mind will clear and will become alert. Your body will be rested and relaxed. ONE. . .you are beginning to awake. TWO. . .moving and stirring. THREE. . .stretching, moving, coming back to the room and the present.

Slowly, when you are ready, open your eyes.

ACTIVITY:

It is important that students begin the writing assignment right away without any discussion.

Turn to page 67 in your workbook and write down the answers to the questions written there.

If there is still time, have a discussion about all the things they fantasized. If there isn't enough time for a lengthy discussion, focus the discussion on the careers/jobs they saw themselves doing. List these careers on the board as they share. Bring closure to this activity by reviewing the following key points:

SUMMARY/KEY POINTS

- Although our "Magic Carpet" trip was a fantasy, it can become a reality. However, dreams don't become a reality just by dreaming them; it is up to each one of us to make our dreams come true.
- Each of us will be making many choices now that relate to our dreams for the future— education, careers, homes, families. The skills we are building today will enable us to accomplish our dreams.
- Remember our earlier rhyme

  How High I Am
  How Much I See
  How Far I Reach
  Depends on **Me!**
- You can and you will reach your goals and realize your dreams—if you begin **MAKING CHOICES** today to attain the skills you need to make those dreams a reality.

LESSON TWO—Setting and Attaining Goals

Objective: **Students will realize that setting and attaining goals and mastering skills helps enhance self-esteem.**

> *I've been dreaming, looking, for as far back as I had any thought of what it should be like to be a human being. My desires were to be free as soon as I had learned that there had been slavery of human beings and that I was a descendant from them.*
>
> — Rosa Parks

LECTURETTE:

Most adolescents don't think beyond the school dance next Friday night. They rarely get a chance to describe their visions of what's to come, to sketch their dreams and fears, without interruptions from those adults in their lives who think they know better.

Compared to children, teenagers think more often about possibilities and about the future; they also daydream and fantasize more about their actions and feelings. Tied to this ability is the capability to plan ahead. Adolescents are developmentally capable of setting goals and planning for themselves. They are able to combine ideas logically and can hold several ideas in mind at once. In other words, the adolescent is becoming a formal thinker.

Using your thinking skills and applying them to your life can be fun. For instance, if you wanted to be elected as an officer in your class, you would have to be willing to develop a plan and work your plan in order to fulfill that goal. As an adolescent you are realizing that just wishing it won't make it happen.

Setting a goal and accomplishing it requires different skills. First you need the skills to think and plan. Secondly, you need the skills to carry out the plan. And finally, you need perseverance. It is work, but accomplishing a goal you have set for yourself feels good. It helps build your self-esteem.

ACTIVITY:

Ask students to turn to page 68 in their workbooks and complete the task listed there.

- *Think of a time you've tried something new and accomplished or completed the task. In the space provided write down what that was and how you felt.*
- After students have completed their work, ask for sharing. As the students share their accomplishments and feelings, record their feelings on the board.
- After the students have completed their sharing, ask them to look at the words you have recorded on the board.
    - What kind of feelings did most of the students have? Positive or negative?
    - Why do you think that most of the feelings were positive or negative?
- *When we set and attain goals and have positive feelings about those accomplishments, those accomplishments help enhance self-esteem. Think back to your Explorer assignment from Chapter One, Lesson One.*
- *I want you to think about the Explorer that you chose for that assignment. Then complete page 68 in your workbook. This may require some guessing on your part, for we really can't be sure exactly what the goals were and how these individuals felt but pretend you were that person as you complete this page.*
- *On page 69 of your workbook, list three short-term goals (something you want to accomplish by the end of the week). By each goal write one to three action steps that you will take to accomplish this goal. When you complete these goals, come back and write how you felt when this goal was accomplished.*
- *On page 70, list three medium-range goals (things that can be accomplished within the next month). By each goal write one to three action steps that you will take to accomplish this goal. When you complete these goals, come back and write how you felt when this goal was accomplished.*
- *On page 71, list three long-range goals (things that can be accomplished within the next year or two). By each goal write one to three action steps that you will take to accomplish this goal. When you complete these goals, come back and write how you felt when this goal was accomplished.*
- As time permits have students share their personal goals. Ask them to share these goals and some concrete action steps they will take to accomplish those goals.

Sharing may be done in either small or large groups.

SUMMARY/KEY POINTS

- Our lives are a series of small goals, action steps to achieve those goals, and positive feelings as we accomplish our goals.
- In order to attain our goals, we have to set them and master skills to help us reach them. The positive feelings we have as we accomplish our goals help enhance our self-esteem.
- Each of us is the captain of our ship as we go through the voyage of life. The goals we set, the choices we make, and the skills we master determine the course of our life's direction.

ASSIGNMENT:

In our workbooks today we developed short, medium and long-range goals. In your ***Thoughts for Today*** I want you to write one long-range goal.

Please write at least one goal you have for yourself ten years from now—something you want to have accomplished.

Also write at least three concrete action steps that you know you must take to make that goal a reality.

For many students this will be a stretch but encourage them to think of one positive goal that is future oriented.

LESSON THREE—Personal Planning

Objective: Students will begin the process of planning for their future.

The best time to do something worthwhile is between yesterday and tomorrow.

— Source Unknown

TEACHER PREPARATION:

Have several copies of the blank Goal/Action Step Work plan available for each student. (See page 72 of the workbook.)

LECTURETTE:

During the last two lessons, we did some "Dreaming and Visioning" about our futures. It is important to dream and have a vision but that dream or vision will never materialize unless we take action! Taking action means setting goals and working hard to reach those goals, both small and large–short term and long range.

Today we are going to begin the process of planning for that future we envisioned. What do we need to do now? What can we do now? Who can help? What skills will we need? When we began this class, we talked about being a captain of a sailing vessel setting out to sea. Let's go back and review that information.

(Have a student read the Foreword out loud.)

On pages 72-74 of your workbook, you have a work plan for your career. We are going to take some time today to work on these plans. Some of you may have similar interests and may want to work together. Others of you may prefer to work alone. First let's find out what kind of dreams or visions of careers you have. Some of you may not really know and that's OK. You may choose a career to just plan for, even if you really don't think you will pursue that career. Many of you will change your minds many times. Some of you may change your minds when you hear about some of the careers your classmates explore.

When you took your Magic Carpet ride, what was your work place? What were you doing? Refer back to your workbook on page 67. What did you put in your Dream Cloud?

- As the students share, put the categories on the board. Ask the students to listen for those students who have interests similar to their own.
- After sharing, divide the students into groups based on interests. Be sure to allow students who prefer to work alone to do so. Remind students that even though they may be working with other students with similar interests, their work plan may be very different because each person doesn't reach the same destination by taking exactly the same route.
- Have students complete work plan for their careers. Remind them to consider short and long term goals in their plans.
- After they have completed their plans, have the students share some of their short and long term goals.

DISCUSSION QUESTIONS:

- *How many of your "Dreams or Visions" included finishing high school? College or vocational school?*
- *Why is education so important?*
- *Why is attendance at school important? Class participation? Homework?*
- *If you had to choose your most important quality which will help you reach your "Dream or Vision," what would it be?*

SUMMARY/KEY POINTS

- Begin today to plan for your future.
- Each journey begins with a first step.
- The skills you develop and master today will be yours for life.
- You may change your mind many times about your future and your career but whatever you learn along the way will not be wasted.
- It's OK if you don't know where you want to be and what you want to do with your future. It is important that you learn basic skills that will help prepare you for life no matter what you do. The best way to do that is to stay in school and get an education.

Write in your ***Thoughts for Today*** *your current "Dream or Vision" for your career. Who is one person that you think you can rely on to help you reach that goal?*

LESSON FOUR—Mastering Skills

Objective: **Students will understand that mastering skills is an individual responsibility. Each individual is responsible for his/her choices and decisions. Each individual has the potential to master skills which will enable him/her to become a competent, productive citizen.**

> *You cannot hope to build a better world without improving the individuals. To that end each of us must work for his own improvement. . . .*
>
> — Marie Curie

Note to Teacher: At this point in the curriculum we will introduce the SKILL BOX.

We've already talked about a lot of topics that identify skills we have and skills we will need throughout our lives. Beginning in this lesson and continuing in Chapter Six we will discuss skill development. Before we begin, let's think back on some of the previous chapters and identify skills we learned about.

Have the students brainstorm a list. This list should contain but not be limited to

- Valuing self
- Valuing others
- Understanding and accepting responsibility for our own behavior
- Setting and working toward goals.

Next have the students turn to page 209 of their workbook and find their own personal "Skill Box." Ask students to write down the skills they think they have attained so far during this class. Tell the students that we will be adding skills to our "Skill Boxes" throughout the rest of the course.

TEACHER PREPARATION:

Write the following rhyme on the board or newsprint.

The more you read
The more you know
The more you know
The smarter you grow
The smarter you grow
The stronger your voice
when speaking your mind
or making your choice!

— Source Unknown

Select several skills that students can begin to master. Suggestions:

- Needlework of some kind
- Puzzles
- Riddles
- Math problems
- Science experiments
- Art projects
- Braiding hair
- Repeating a phrase in a foreign language
- A new dance step
- A magic trick
- Playing a musical instrument
- Napkin folding
- Peer mediation
- A yoga position

LECTURETTE:

The following is a summary of Ben Carson's story from his book, *Think Big.** Ben Carson grew up in a ghetto in Chicago. He is now a world-renowned pediatric neurosurgeon at John Hopkins University Hospital. He is most famous for surgeries involving the separation of Siamese twins.

As a child, I always thought I was stupid . . . not as smart as anyone else. Yet, I always just lived with it, and accepted the fact that I was simply born dumb.

Then, my mother guided me and helped me realize otherwise. She had always wanted better than her own third grade education for her two sons, and was smart enough to understand the value of a good education in a

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* Condensed from "Think Big," Carson, Benjamin, M.D., Zandervan Publishing House, Harper Collins, Grand Rapids, MI, 1992.

progressive society like ours. So, when I brought home my first report card in the fifth grade and my mother was less than pleased, she made me do something about it . . . read.

She said," If you keep getting grades like these you're going to spend the rest of your life on Skid Row, or at best sweeping floors in a factory. That's not the kind of life I want for you."

As a result, my mother told my brother and me we were only allowed to watch two predetermined television shows per week and we had to read at least two books every week. Then, she sent us to the local library saying, " You can do anything anyone else can do. . . only you can do it better!"

Reluctantly, I went to the library and checked out my first two books. And to my surprise, I read all the way through the first one in only two nights! And I liked it. Within a month, I knew my way around the library like a pro and, I was actually enjoying reading. I would read everything I could find on a topic and then move to another topic.

I realized the full impact that reading could have on my life just a few days after I had finished a book about the various kinds of rocks and how they are formed. I was in science class, and the teacher was teaching us about volcanoes. He held up an object that looked like a piece of black, glass-like rock. "Does anyone know what this is? What does it have to do with volcanoes?"

Immediately, because of my reading, I recognized the stone. But, none of my classmates raised their hands. I thought, this is strange. Not even the smart kids are raising their hands. I raised my hand.

"That's obsidian, and it's formed by the super cooling of lava when it hits the water," I said. When I realized I had the other students attention and I knew information other students had not learned, I began to tell the class everything I knew about the subject. I couldn't have been more excited! For a few moments, I tasted the thrill of achievement.

Although I had been reading two books a week because my mother told me to, I had not realized how much knowledge I had been accumulating. I had learned to enjoy something I thought I didn't like (reading) and had discovered an application for it in my schoolwork.

Then, I asked myself, "If you can learn about obsidian, you can learn about social studies, math, geography, science and everything, can't you?" And I did. That single moment of triumph pushed me to want to read more, which reflected positively in all aspects of my life.

As a result of my new confidence and desire I went on to accomplish more than I had ever thought possible in my life. And, as my mother had always hoped, I graduated from high school and went on to attend Yale University.

> *The world of books is the most remarkable creation*
> *of man; nothing else that he builds ever lasts. Monuments*
> *fall; nations perish; civilizations grow old and die out. After*
> *an era of darkness, new races build others; but in the world*
> *of books are volumes that live on still as young and fresh*
> *as the day they were written, still telling men's hearts of the*
> *hearts of men centuries dead.*
>
> — Clarence Day

ACTIVITY:

- Begin by asking students to read "Ben Carson's Story" in the textbook. Or you may want to have a student read the summary above. Analyze how Ben Carson mastered being a student. Ask how the rhyme on the board relates to Ben Carson.
- You may divide them into small groups or work as a large group to discuss Ben's story.
  - List on the board some of the things he did.

    Example: Read regularly
    Read everything he could find on one subject
    Practiced the skill of reading—over and over
  - *How did Ben feel the first time he answered a question correctly in class?*
  - *What lessons did Ben learn?*
  - *Who encouraged Ben to develop his potential?*
  - *Who actually developed Ben's potential?*

Ask the students to try to remember when they learned to tie their shoes.

  - *How did you learn?*
  - *Were you able to tie your shoes as soon as someone showed you how?*
  - *What did you do to master the skill?*
  - *Did someone encourage you as you mastered this skill?*

Note: It's supportive to have encouragement from others but it is possible to master skills on your own. Remember, you are really the only one responsible for your choices.

- Next ask the students if anyone has a skill to teach the class in a few minutes. If no one volunteers, pick a skill from the skills you have selected and demonstrate it to the class.
- Give the students a few minutes to *practice* the new skill.
- Ask for students to volunteer to *demonstrate* the new skill.
- If time permits, break students into dyads or triads and have students teach each other a simple skill; then ask for volunteers to demonstrate the skills they learned.

- Ask students to complete item #1 on page 75 of their workbooks. Make a list of things they have to do and attitudes they have to have to be able to "master a new skill."
- After they have completed their lists, ask for sharing and put the various ideas on the board.
- Be sure such items as "learn from mistakes" and "being willing to take a risk or make a mistake" are listed. If the students do not list these items, bring them up and ask the students if they think they are important.
- Ask the students to complete item #2 in their workbook. After they have finished, have them share their responses to the following statements:
  - "The more you practice a new skill, the easier it becomes."
  - "Fear of failure can prevent an individual from reaching his/her potential."
- Have students complete item #3 - write the name of at least one skill that you currently possess that you think is your most important skill and write a sentence or two to explain why this skill is so important.

BE SURE TO PUT THIS SKILL IN YOUR SKILL BOX!

ASSIGNMENT:

Complete items four and five on page 75 in your workbook.

- List at least three skills which you will need to master in order to graduate from high school.
- List at least three skills which you don't possess today which you would need before you become a parent.

SUMMARY/KEY POINTS

- Today we have been talking about mastering skills and practicing learning simple new skills.
- Each of us has the potential to master new skills each day.
- Mastering new skills takes practice, a willingness to try and perhaps fail but learn from our mistakes.
- Each new skill we master becomes a part of us. Achieving mastery over new skills gives us a sense of achievement and enhances self-worth.
- Learning a new skill takes PRACTICE, PRACTICE, PRACTICE!

CHAPTER SIX Skills Development

Objective: Students will understand that they have the responsibility for developing and mastering skills which will help them make choices that will impact their lives in a positive way.

> *There's a way to do it better. . .find it.*
>
> — Thomas A. Edison

LECTURETTE:

In this chapter we are going to talk and learn about various skills you need. Without realizing it, you have been developing most of these skills throughout your life. Some skills come naturally to us, some don't. Either way, though, we reach a point in our life when we need to think about the skills we need in order to be successful. We have the capability for having good skills if we are willing to learn and practice.

Some of the skills we are going to focus on during the next few lessons include:

- *COMMUNICATION SKILLS*
- *DECISION-MAKING SKILLS*
- *REFUSAL SKILLS*
- *TIME-MANAGEMENT SKILLS*
- *THINKING SKILLS*
- *EVALUATION SKILLS*
- *NEGOTIATION SKILLS*
- *CONFLICT RESOLUTION SKILLS*

Let's start with communication skills.

LESSON ONE—Communication

Objective: **Students will learn to effectively communicate their feelings and attitudes as well as information.**

> *One of the best ways to persuade others is with your ears—by listening to them.*
>
> — Dean Rusk

LECTURETTE:

Communication refers to the ability to exchange information and feelings. All of us are used to communicating information but many times we don't think about how we communicate. Many times the how is just as important as the what. Working to communicate in a comfortable and effective manner takes practice and is a vital step in building strong, healthy relationships.

A very positive way to communicate is to use "I messages." "I messages" do not accuse or condemn. "I messages" focus on behaviors and are very specific about unacceptable or offensive behaviors. "I messages" help build openness, cooperation, and respect in a relationship. The speaker takes responsibility for his/her feelings. The listener is more likely to also focus on behavior and is usually more willing to cooperate in changing or modifying the behavior that is contributing to the feeling.

"You messages" are communication stoppers. They are blaming, preaching, name-calling, and demanding. They are almost guaranteed to be met with resistance and an angry and/or defensive response. "You messages" are very often unspecific, vague or general. The receiver of a "You message" is very unlikely to want to continue to communicate in a positive manner, much less alter or change the behavior.

Today we are going to practice using "I messages." Here's how they work.

Put this example on the board:

- **State the feeling or problem**
  I feel really angry. . . .
- **Describe the behavior**
  . . .when you don't clean up your dishes.
- **Because**
  I don't think it is fair to the rest of the family.

- **Explain what you want**
  I want you to be responsible for cleaning up after yourself.
- The key is to remember the following: Feeling
  Behavior
  Why
  What

Name the feeling you are having, name the behavior that causes that feeling, state why that is so, and what you want to have happen.

Let's practice some of these together!

Tara and Karla are studying for a test. Karla keeps turning the music up louder and singing along with the radio. It is really annoying and frustrating to Tara. Finally she says "You are so inconsiderate! You are always annoying me. You are going to make me fail!

Help Tara communicate with Karla using "I messages"

Feeling:	I am feeling frustrated about studying for this test
Behavior:	. . .when the radio is blaring and you are singing.
Because:	I am afraid I'm not going to pass the test.
What you want:	I would appreciate it if you would turn down (or off) the radio so we can work together and both get good grades on the test.

You may want to have the students work through more examples to make sure they have gotten the concept. Once you feel that they are comfortable with the process of using "I messages" have them complete pages 76 and 77 of their workbook.

When they have completed their workbooks, have them work in dyads to share their situations and change the "You messages" to "I messages."

After they have all had an opportunity to share and complete their workbooks, have the class discuss the following questions:

- *How did you feel about changing the responses to "I messages"? Was this easy or difficult and why?*
- *Do you think this is a more effective way to communicate? Why or why not?*
- *Why do you think people do or do not use this method of communication?*
- *Ask students to think of a time recently when they used "You messages." How did the person respond?*
- *Do you think you could have handled the situation more effectively? If so, how?*
- *Think of a time when you felt "put down." How do you think you would have felt if the person had used "I messages"?*

ASSIGNMENT:

Before the next class make it a point to communicate using "I messages" at least once. Record that situation in your ***Thoughts for Today****. Listen to see if you hear others using either "I messages" or "You messages."*

Be ready to complete the following statements:

- *In most conversations, I heard other people using "______ messages."*
- *In my conversations in the last 24 hours, I used "_____ messages" most of the time.*

DON'T FORGET TO PUT YOUR NEW SKILLS IN THE SKILL BOX!

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LESSON TWO—Active Listening

Objective: **Students will understand that active listening is an important component of good communication.**

> *If we were supposed to talk more than we listen, we would have two mouths and one ear.*
>
> — Mark Twain

LECTURETTE:

One of the most frustrating experiences for any of us is to try to communicate with someone who doesn't know how to listen! Listening is one of the most important communication skills.

Often we will put all of our focus on talking. We think if we could just explain something better, we could solve a problem. But, have you ever tried and tried to explain something–all in vain–because that person wasn't listening to what you were saying?

Two people in communication should have the same goal. To try to understand the other person! When our goal is to understand rather than to win, we feel heard and we feel the other person cares about us.

Effective listening is a skill that can be learned and, with practice, it can become one of your best habits! Becoming a good listener will help you in every facet of your life!

ACTIVITY:

At the beginning of class ask students to respond by a show of hands to the homework assignment:

- How many of you used an "I Message" at least once in the last 24 hours?
- How many of you heard other people using "I Messages"?

Remember, effective communication is a skill that needs to be practiced. During today's class we are going to continue talking about effective communication.

Next ask a student to come to the front of the room and tell you about something that is important to him or her. As he or she is talking, use as many of these barriers to communication as possible:

- Interrupting
- Monopolizing
- Walking away

- Not making eye contact
- Doing something else when someone is talking
- Conversing on the side
- Changing the subject
- Intimidating
- Assuming
- Using body language
- Distracting

After a couple of minutes, ask the student how he felt about your conversation. Ask the class how they felt? Would they have enjoyed telling you about something that was important to them? Why or why not?

Tell the students there are two ways of non listening: verbal and nonverbal. An example of verbal is *interrupting*. And example of nonverbal is "doing something else while the person is talking."

Next tell the students you are going to break them into small groups and have them brainstorm barriers to effective communication. You will give them five minutes and they are to select a recorder and list things that get in the way of effective communication. After they have completed their list, they should go back and mark whether the item is verbal or nonverbal.

After five minutes bring the large group together and ask each group to give you the first thing on its list. Put group responses on the board. Continue to list the items that aren't duplications.

When their lists are complete make any additions that you have.

Look at the list. How many of the items on the list involve "not listening"?

You can add to their list from the examples above.

Define the term *Reflective Listening:*	Listening for the feelings of the speaker and reflecting those feelings back to the speaker.

Guidelines for Good Listening:

- Maintain eye contact.
- Listen for the *feelings* of speaker.
- Use encouraging body language such as nodding and phases such as "go on" to encourage the speaker to continue.
- Don't interrupt.
- Don't let your mind wander.
- Be prepared to "parrot" the speaker.

Now ask the same student volunteer to come back up and repeat his story.

This time model the guidelines of effective listening.

Review the original questions:

- Ask the student how he/she felt about your conversation.
- Ask the class how it felt.

- Would the students have enjoyed telling you about something that was important to them? Why or why not?

Next have the students brainstorm a list of feeling words. For example:

- Sad
- Mad
- Glad
- Guilty
- Afraid
- Worried

Pay close attention to the words they use because people will often use "thinking" words for "feeling" words. If this happens, ask them to come up with another word for the feeling they are trying to describe.

Next tell the students you are going to give them an opportunity to practice *reflective listening*.

You want them to break up into dyads. One student will pretend to be a tape recorder. He or she will listen to the other student speak for one minute, and then will repeat back every word heard. The tape recorder will also identify the speaker's *feelings* about the subject spoken about. Tell students to refer to the board for "feeling" words. After the students have completed that exercise, they will switch roles. The speaker will become the tape recorder. They will listen for one minute and then repeat what they heard.

When the students have completed this exercise, ask the following questions.

- *What were some of the barriers you encountered while listening?*
- *Which was the most difficult, speaking or listening, and why?*

SUMMARY/KEY POINTS

- Effective communication involves listening as well as talking.
- Practicing the skills of reflective listening and using "I messages" will improve communication skills.

ASSIGNMENT:

On page 78 of your workbook write the barriers and guidelines to effective communication. Record "feeling" words and assess your communication strengths and weaknesses.

DON'T FORGET TO PUT YOUR NEW SKILLS IN THE SKILL BOX!

LESSON THREE—Decision Making

Objective: To reinforce a familiar decision-making model or introduce a decision-making model to the students.

> *You have to be willing to step out of the pack and take risks, even jump completely out of your element if that's what it takes.*
>
> — Carol Bartz

TEACHER PREPARATION:

- Have some typical situations written on index cards. These should contain a common problem: cheating, smoking, drinking, skipping school, shoplifting, gang activity.
- The problems you choose should be age and culturally appropriate for the class. Each situation should be written so it can be developed into a short role play with a good influence and a bad influence.
- The good influence will be using the decision-making model to make a positive decision; the bad influence will be trying to talk the good influence into a behavior that is not in his/her best interest.

LECTURETTE:

From the time we are born and begin to grow and learn we are making decisions. Many decisions are made for us in the early years of our lives but even infants make decisions.

As you grow and mature you are responsible for more and more of your decisions. Some decisions we make without even thinking–like combing our hair or brushing our teeth. Some decisions we ponder over for hours. Some of the decisions we make have little or no significant effect on the outcome of our lives, and some decisions have a profound effect on the outcome of our lives.

Since many of our decisions can have a profound effect on our lives, it is important that we give some thought to how we make decisions.

Note: If the students are familiar with a decision-making model, you will want to review that model. If there is not a universally accepted model in your school, you may want to discuss this issue in a staff meeting so that one is adopted. If there is no interest in a universal school model, then choose one that you like and you feel will be readily used by your students.

If you selected a model for Chapter Four, Lesson Four, be sure you use the same one here.

Have students record the model you select on page 79 of the workbook. The one suggested below is merely a suggestion. Use it only if you are comfortable with it.

DECISION-MAKING MODEL:

- Identify problem or conflict.
- Name the trouble or dilemma—put a concrete name to it.
- State the possible consequences.
- Suggest alternatives.
- Decide on an action.
- Take action and/or leave situation.
- Evaluate decision.

This model really has three separate components and could be called the SODA model:

Stop!

Observation Stage—Identify and name the problem, conflict or potential trouble. State the possible consequences.

Deciding Stage—Suggest alternatives and decide on an action.

Acting Stage—Act on the decision and evaluate what happened.

ACTIVITY:

- We are going to talk about how we make decisions. There are certain things we need to consider and a process we need to follow as we make more complex decisions. If you look on page 79 of your workbook you will see a space to record a decision-making model. A decision-making model gives us a specific format to use when making decisions. If we practice using that format for some time, then it becomes a natural part of the way we make decisions.
- *We are going to review a decision-making model that you have used before*

OR

- *We are going to learn the steps in a decision-making model.*

Note: Regardless of which of the above options you choose, be sure to put the decision-making model on the board and have the students copy it into their workbooks. Also have the students write about a situation in which this decision making model can be used. They will use their suggestions to script a role play when you break them into groups.

- Teach or review the decision-making model by asking the students to write role plays using the situations they developed. If the students are comfortable with role plays, you can have them do them. If not, you can participate in the role plays with student volunteers.
- After you have completed several role plays and the students have become comfortable with the model you are using, divide them into small groups and have them develop one or more role plays themselves. You may want to

assign each small group a different topic so the role plays won't be too similar.

- After giving the groups time to write and practice their role plays, have the various groups volunteer to perform. *If the performers have problems using the decision-making model effectively, make suggestions as to how to play it differently and have them replay their role play so the role play is a positive experience. This is very important!*
- After each role play ask the following questions:
  - *Was the role play realistic? Why or why not?*
  - *Did the players follow the steps in the decision-making model? If not, have them repeat the role play following the steps.*
  - *How did the good influence feel?*
  - *How did the bad influence feel?*

SUMMARY/KEY POINTS

- Many times we don't give much thought to some of the most important decisions we make.
- Many times we get *pressured* into making decisions that are not in our best interest because we don't know how to make decisions. We just let things happen.
- We need to practice making decisions.
- Practicing decision making gives us the opportunity to practice being in control.
- Having a decision-making model that we use over and over so that it becomes natural will help us when we have real-life decisions to make.

ASSIGNMENT:

Think of a decision that you have had to make that was difficult for you or you think will be difficult for you.

In your ***Thoughts for Today*** script out what you might say (to yourself or someone else) if faced with that decision.

DON'T FORGET TO PUT YOUR NEW SKILLS IN THE SKILL BOX!

LESSON FOUR—Refusal Skills

Objective: **Students will understand that they have the right to refuse a request or to change their mind.**

Nature is at work. Character and destiny are her handiwork. She gives us love and hate, jealousy and reverence. All that is ours is the power to choose which impulse we shall follow.

— David Seabury

LECTURETTE:

By now you have had experiences where you were put in a bind by someone who wanted you to do something that you knew you shouldn't do. Perhaps your best friend wanted you to loan him your completed homework assignment to copy. Perhaps your sister wanted you to pretend you didn't see her take money from your mother's purse. Or maybe you went to hang out with your friends when your older brother wanted you to baby sit for your nephew.

As we grow from childhood to adulthood, we begin to take responsibility for our own decisions. The way in which we express our decisions can affect our relationships in negative ways unless we communicate well.

Every person has the right to ask for what they want in a respectful way, but individuals also have the right to refuse a request or to change their mind. We all have the right to act in our own best interest.

We've discussed assertive, aggressive and passive behaviors, and we've discussed effective communication. Today we are going to discuss personal responsibility and relationship rights.

TEACHER PREPARATION:

- Develop several role plays where students refuse a request or change their minds.
- These should be brief so that you can demonstrate several.
- By this time in the course, the students should be very familiar with role plays.

ACTIVITY:

- Tell students that we are going to practice "refusing a request" and "changing your mind."
- Demonstrate (or have the students demonstrate) a few situations.
- Have the students complete page 80 in the workbook.
- Divide the students into small groups and have them practice *refusing requests* and *changing their minds*. They should use the situations they've just written in their workbooks. Have each group select one situation to perform for the class.
- Remind students that, as they refuse a request or change their minds, they are using their decision-making, communication and reflective-listening skills.
- Bring the large group back together and have them perform their role plays.
- For a discussion after each role play:
  - *How did each of the players feel about the role play?*
  - *Did this seem realistic? Why or why not?*
  - *Do you think you would be comfortable using this technique in real life? Why or why not?*

SUMMARY/KEY POINTS

- Each of us has a right to ask for what we want, refuse a request, or change our minds.
- These techniques work better and all parties feel better if these behaviors are done in a respectful manner (assertive behavior).
- Like the other skills we have been learning, refusing requests and changing our minds are skills that can be practiced. The more we practice our refusal skills, the more comfortable we will become using them.

In your ***Thoughts for Today*** *complete the following sentence: "I think it is important for me to be comfortable using refusal skills because. . . ."*

DON'T FORGET TO PUT YOUR NEW SKILLS IN THE SKILL BOX!

LESSON FIVE—Managing Time

Objective: Students will learn that managing time is a skill that can be learned. Managing time wisely can help a person become more productive and help a person reach his/her goals.

> *Does't thou love life? Then do not squander time, for that is the stuff life is made of.*
>
> — Benjamin Franklin

LECTURETTE:

During several of our lessons we have talked about setting and achieving goals. We've discussed some of the skills we need to learn in order to reach our goals. One skill that is very important is called time management.

There are only 24 hours in every day. At your age, you need at least eight to ten hours just to sleep! You are in school for seven or eight hours a day. And, you spend two or three hours a day getting ready for school and getting home from school. This only leaves four to six hours for doing your homework, being with your family, participating in extra-curricular activities, hanging out with your friends, or doing work around the house.

One of the biggest frustrations as we grow older is having enough time to do all of the things we want to do. Our time is precious! Often the difference between whether we succeed or fail at something depends on how well we manage our time.

TEACHER PREPARATION:

Prepare several sample "Circles" depicting an *average day* of typical students who are teens. Be sure one depicts the day of a teen parent.

Note: you may want to save these to refer to when the students develop their daily health plans in Chapter Nine, Lesson Four.

ACTIVITY:

- Draw several large circles on the board (or have them on newsprint ahead of time). Tell the students that these circles represent a day. Divide the day into at least eight sections. (Each section represents three hours.) If you have activities that take less than three hours, then subdivide some sections.

- Ask the students to think of a typical day. How many hours would they spend on each of the following areas:
    - Sleep
    - School
    - Study/homework
    - Chores
    - Recreation (TV, sports, socializing with friends)
    - Work (a job other than your chores at home)
    - Family (this would include meals and meal preparation)
    - Miscellaneous
    - Free time (nothing scheduled)
- Have the class help you complete a day for a typical teenager with your example on the board.
- Now ask the students to turn to page 81 in their workbooks. There they will find several circles. First they should complete one that depicts their current "typical day." Make sure the students understand that these do not have to be exact but they should be realistic (they can't get by on one hour's sleep). Their answers may be similar or very different from everyone else's.
- Next ask the students how they think the original example on the board would be different if that typical teenager were a typical teenage parent. Work together to complete another typical day for the teenage parent.
- Next ask them to look at their own circle drawing. How would they have to change it if they were a parent. What would they have to take out to put in the hours required for parenting.
- Have them complete the circle labeled "If I were a Teenage Parent."
- Next ask them to look at those two circles.

Are you satisfied with your current typical day? Do you think there could be some improvement in the way you spend your time so that you could accomplish your goals and be more productive? Were there enough hours in the day for you to add in the necessary time for parenting?

- *Next complete your ideal day.*

After the students have completed the ideal day, ask the following questions:

- *Did anyone leave parenting in your day? If not, why not? If so, how did you manage your day?*
- *What are some of the things you would like to spend more time on and why? How are those things going to help you reach your goals and become more productive?*
- *What are some of the things you would like to spend less time on and why? What affect will these things have on your reaching your goals?*

SUMMARY/KEY POINTS

- We usually spend time on things we enjoy and things that are important to us.
- If we learn to manage our time wisely, we will have more time to spend on those things.
- One of the best ways to learn to manage time is to develop a plan. A detailed calendar, a planner, is very popular today in helping people organize their time. In fact, learning to use a planner effectively is called Time Management. In your workbooks you have a sample weekly planner on page 82.

Next you want to have students develop a plan for themselves by completing this weekly planner. Remind students that they are just planning blocks of time. Also remind students that this is a personal plan so theirs will be different from everyone else's. Students should understand that this is flexible and may change so their plans should be filled in pencil.

- *Look back in your workbook on page 81 to the ideal day you developed.*
- *What periods of time did you allot for all of your activities?*
- *Based on the time you allotted to those activities, now you will be developing a plan for that time.*
- *On page 82 of your workbook, begin by filling in the hours of the day which are not flexible such as your school hours, perhaps your work hours if you have a job. Some of you may want to allow "study" time before school, some after school, and some of you may choose evening hours. Your study time does not have to be in one block.*
- *If you left parenting in an ideal day, remember that is not flexible. Parenting hours can't be put off until the next day.*
- *After you have completed this weekly planner, look back over it to see if it is realistic and looks like a schedule that will work.*
- *You will notice another weekly planner on page 83. This page is for you to complete each day during the next week with what really goes on in your day. At the end of a week, we will analyze your original plan and "what really happened" to see how well you met your plan. Expect changes. Very seldom will you have a week that goes exactly the way you planned it.*
- *Use a pencil so that you will be able to make changes easily. Regular "Weekly Planners" will have only one page which you adjust as you go. We are using two pages so that you can compare what you thought your week would look like and what that week actually did look like. At the end of the week, compare the two pages and be able to answer the following questions:*
    - *How similar was your plan and your actual week?*
    - *What kinds of things did you learn that can help you plan?*

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- *Remember, there are many things that you can't control, so your plan will seldom look exactly like the actual. You do, however, want to be realistic as you plan your time.*

ASSIGNMENT:

- If students do not have time to finish their plan, completing it can be their assignment.
- You may bring closure to this activity at a time you feel is appropriate; however, there is an opportunity as part of a homework assignment in Lesson Ten. You may want to have several blank copies of this hourly/weekly plan on hand to encourage students to repeat this exercise each week.

DON'T FORGET TO PUT YOUR NEW SKILLS IN THE SKILL BOX!

LESSON SIX—Managing Your Mind

Objective: Students will realize that they can master skills which will enable them to manage their intellectual development.

Learn as though you would never be able to master it; hold it as if you would be in fear of losing it.

— Confucius

LECTURETTE:

Throughout your early years, others managed your life for you and made many of your important decisions - where you lived, what you ate, what you wore, whether or not you were in school. As you have grown from child to teenager, you have assumed more and more of the responsibility of your own decisions and the consequences of those decisions. As you enter adulthood, you will become completely responsible for yourself. Eventually, you may be totally responsible for decisions about others if you become a parent. Learning certain life skills, including understanding yourself and your relationships with others, can provide an important foundation for the decisions you will have to make. Learning about management processes will empower you to apply these new skills to your personal decisions. One of our most important resources that we manage is our mind.

Each of us is capable of learning. Remember, nobody is great at everything, but everyone is great at something. One of the most important skills to master is assessing our strengths and weaknesses, then utilizing our strengths to help overcome our weaknesses.

Throughout this course we have been talking about the importance of developing a plan for life. One important key in managing your mind is that plan. Earlier we learned that most of what we learn about living our life is by "osmosis." In other words, we pick it up as we go. It's not a conscious learning process. But, this isn't always the best way to learn. We sometimes learn things that hurt us rather than help us. And sometimes there are gaps in what we learn.

Many of those gaps can be filled in if we consciously develop a plan to learn and work and stay focused on the plan. An important component of a plan is that it has flexibility or the ability to adjust to our needs at any given time.

In our lesson today we are going to look specifically at managing our minds in our study and work habits. Although studying may be more formalized during our school years, learning and studying are a lifelong *process - not just something we do while we are in school. Many jobs and careers involve training programs which require a great deal of mental effort and studying.*

Consider this quotation: "A man must always study, but he must not always go to school."– Montaigne

ACTIVITY:

Yesterday we developed a personal plan for a week's activities. Today we are going to take a look at one section of that plan—study/homework. We are going to develop a plan within a plan so to speak.

- *In order to develop a personal plan for studying, one must first do some self assessment. Turn to pages 84-86 in your workbook and complete the My Study Habits Assessment and The Best Learning and Study Environment for Me.*
- After the students complete their personal assessments, break them into small groups and have them discuss the following questions. One student should record their answers.

Remind students that there are no right and wrong answer to the above questions but rather they are doing this exercise to point out that many factors can contribute to where and with whom they study and this is an opportunity to explore the many choices they have.

- *Recognizing that each student is different, list three places that are conducive to productive studying and be able to explain why.*

If members of the group have varying opinions, vote on the group's top three places. **Remind students that they will be developing their own personal plan in which they select the best place for them.**

- *List three homework assignments that would be best to complete alone. List three that would be best to study or complete with a friend. List three that would be best to study or complete in a group.*
- *Make a list of items that would be helpful to all students when studying regardless of where or with whom studying seems to work best.*

Examples:

- Have good study habits.
- Organize your time; develop a plan.
- Turn in assignments on time.
- Start early. (Don't wait until the last minute.)
- Have all necessary equipment (paper, books, pencils, assignments).
- Follow directions.
- Be realistic about what you can accomplish in the time allotted.
- Reward yourself (with breaks, food, etc., as you complete tasks).
- Set priorities.

  - Use resources.
- Ask for help if you need it.
- After students have had a few minutes to work in small groups, ask groups to share items that will be helpful to all students. List their items on the board.
- Ask students to think of the classes they are currently taking and the homework and other assignments they actually have for the next week. Using their actual assignments ask them to complete pages 87-88 of their workbooks, listing their top three study priorities.
- Ask students to look back at their "ideal typical day" and "weekly planner" from the previous lesson. Now that they have thought about study habits and the time studying takes, ask if their plan seem realistic in those areas.

In **Thoughts for Today** ask students to write a few sentences listing the five most important things they think will be helpful to remember about good study habits. They may refer to the items on the board for reference. Remind students that their answers will be personal and may not be like anyone else's. You want them to focus on the items that will help them make their study time productive.

DON'T FORGET TO PUT YOUR NEW SKILLS IN THE SKILL BOX!

LESSON SEVEN—Knowing When You Succeed

Objective: **Students will define success and understand how they will determine their success. Students will understand that failures can contribute to future success.**

> *Mistakes are a fact of life. It is the response to error that counts.*
>
> — Nikki Giovanni

LECTURETTE:

How do you measure success? Success doesn't mean the same thing to everyone but it does have a common definition: Success is attaining a goal; working for and/or receiving something you want or want to accomplish. Because each of us has different dreams, visions, and goals, success means something different to each of us. What is your definition of success for you? Turn to page 89 in your workbook and take a few minutes to dream. Develop a vision of success for you and write that in your workbook.

Successful people may measure and reach their success in many different ways but one thing successful people have in common is the fact that they usually have a plan for their success. Oh, sure, some people are lucky and win the lottery but most people achieve success in a more definitive and organized way. Many things contribute to success. Consider the following:

Dream or Vision

Most people see themselves as successful in a mental way before they actually achieve that success. They have a dream or vision of what success would be like for them. If you've never thought of it before, just defining what success would be for you as you did in your workbook, can be the beginning of that dream or vision of success.

Knowledge

In order to become successful, a person needs knowledge which can be gained from education and experience.

Personal Energy

Many people define personal energy as just plain hard work. Almost always a person must contribute to his or her own success by setting goals and working to attain those goals.

Attitude

A person's attitude can have a marked influence on success. Attitude can influence success in both a positive and a negative way.

Skills

Throughout the life cycle we are developing skills which help us attain our goals and impact our ultimate success.

ACTIVITY:

- *Turn to page 89 of your workbook and list as many different things as you can think of that could contribute to your being successful.*
- After the students complete that task, ask them to share some of their ideas. If someone lists failure, go back to it when the list is complete. If no one lists it, add it and then say:
- *I want us to take a look at this particular item: FAILURE. I want you to think about how failure contributes to success.*
- *On page 89 of your workbook, complete the statement: One way failure helped me succeed was. . . .*
- *After completing that statement, answer the following questions:*
  - *Why did the failure occur?*
  - *What did you learn?*
  - *What will you change to assure that you don't make that mistake in the future?*
- When the students have completed their statements and answers, break them into small groups and have them share the information they recorded and their thoughts on the above questions. They should then answer the following questions:
  - *What were the similarities in the statements that you shared?*
  - *How were the statements different?*
  - *Were there more similarities or differences?*
  - *As a group be ready to complete the following statement:*

    "Failure can contribute to success by . . . ."
- Bring the students back together and have the groups share their completion of the sentence stem.

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SUMMARY/KEY POINTS

- The steps to success do not always occur in an orderly fashion. Sometimes our successes are intermingled with failures.
- There is always something to be learned when we fail.
- Successful failure—failure can be a success because of the learning process.
- If time permits, have students brainstorm some of the things they can do to help them reach success in whatever they do. If time does not permit, ask them to make a list as their assignment. Make sure the items listed below are considered:
    - Set daily goals.
    - Set priorities (doing things in the order of their importance—take care of the most important things first).
    - Set deadlines.
    - Recognize resources (your own and shared).
    - Recognize time as a resource and develop habits that save time.
    - Evaluate progress toward goal and make adjustments.
    - Use your failures as learning tools.

*In your **Thoughts for Today** write about something you were successful at after you had one or more failures. What did you learn from the failures? Did the failures help make the success more meaningful?*

LESSON EIGHT—Choosing Your Guides

Objective: Students will understand how they choose the "guides" that they do.

> *Keep away from people who try to belittle your ambitions. Small people always do that but the really great make you feel that you too can become great.*
>
> — Mark Twain

LECTURETTE:

During adolescence teenagers tend to form cliques. Who can tell me what that means? One of the things that happens when we find ourselves part of a clique is that we are labeled. Labeling can be positive or it can be negative. If we are labeled a "nerd," for instance, we may not be considered as highly by our peers, but our teachers and parents may think we're special. If we are a "jock," we will have recognition for our athletic ability. Being labeled is never a win-win situation, because there will be those who approve of us and those who don't. One thing for sure, labeling puts limits on us.

Many adolescents don't really know how they became part of a clique. Did they choose or were they chosen?

Role models and friends have a tremendous influence on how we are perceived in our world. We are judged by the company we keep. Sometimes we are judged guilty by association.

Let's see during this lesson how you can learn to make choices that are going to help you achieve your goals.

ACTIVITY:

- Have students complete page 90 of their workbooks.
- After they have completed this task continue by saying:

Some role models are individuals that we admire from afar (we don't actually ever interact with them) and some role models are individuals we know quite well.

With our friends and those role models we know well, there may be an occasion when a conflict arises. In the best of relationships this is inevitable. Many times the conflicts that affect us the most are those with individuals with whom we have close relationships; therefore, it is important that we develop skills to resolve conflicts.

Conflict is defined as a situation where two opposing forces or individuals have different viewpoints, ideas, interests, needs, or internal or external demands which result in a struggle. Resolution comes from the word resolve. ***Conflict resolution, therefore, is working together to resolve a conflict.*** *When two or more people work together to resolve a conflict, they need several skills. Can anyone think of what those skills might be? Turn to page 91 in your workbook and complete* **Section One** *by listing as many skills as you can think of.*

After a couple of minutes, have the students share their responses.

Be sure the list includes but is not limited to the following:

- Communication
- Negotiation
- Active listening
- Problem solving
- Logical thinking
- Critical thinking

Don't forget the three "Ps"—Patience, Perseverance, and Practice!

Many times the action that precipitates a conflict is the last of many other actions which have occurred previously: "The straw that broke the camel's back" syndrome! Has anyone ever heard that phrase? If so, can you tell us what it means? (If no one volunteers, explain the phrase.)

An example might be that Harry came home from school one day and threw his things down in the front hallway, entry, or some place that he knew they didn't belong. His mom saw them and exploded! He had left them there every day for the last week but all she did was tell him to put them away. Why might she have blown up today? On page 91 in your workbook complete Section Two by listing the reasons you can think of.

After a couple of minutes, have the students share their responses.

After a few responses, say something like. . .

Those are all good answers. Maybe one reason Harry's mom exploded was because she felt that she'd told Harry enough where his things belong. She is really exploding because she thinks Harry is being inconsiderate. She's exploding because of the pattern of Harry's not doing as she asked. This wasn't a simple thing like Harry leaving things in the wrong place just once.

Do you think this mom would have had this same reaction if this had only happened once? Probably not. This was **"the straw that broke the camel's back!"***—meaning it happened one time too many.*

The point is that before Harry and his mom can resolve this conflict, both individuals really need to understand what the problem is. Sometimes the problem is more than it appears on the surface.

Let's think how this situation might escalate. What are some of the things that might happen that could cause this incident to become a major conflict? Turn to page 92 in your workbook and complete Section Three.

Think back to Lesson One in this chapter. That was the lesson in which we talked about "I messages." Do you think "I messages" would be a good skill for Harry's *mother to use? What might she say? On page 93 in your workbook write a response. After students do that, ask for a couple of students to share their responses.*

Using "I Messages," define the problem as Harry sees it.

Harry and his mom might resolve their problem if they used REFLECTIVE LISTENING (refer to Lesson Two). If they did so, what would Harry's mom hear that Harry was feeling? What would Harry hear that his mom was feeling? After students do that, ask for a couple of students to share their responses.

Next, on page 93 in your workbook, generate a LIST of SOLUTIONS that might be acceptable to Harry and his mom. As you make this list, remember that all solutions do not have to be acceptable to both. After a long list is generated, then Harry and his mom will use NEGOTIATION SKILLS to compromise to find one solution that is acceptable to both individuals. Pick the solution you think is best and list that in your workbook.

You may have to define NEGOTIATION SKILLS and give a few examples. Be sure the students understand the concept of compromise as related to conflict resolution.

When the students have completed this have them share some of their answers. Put several of these on the board and have the students select one solution that the class thinks is best.

Tell the students that Harry and his mom would have to IMPLEMENT this solution and then EVALUATE whether or not they think the solution they decided on is working.

*Remember the skills we called the three "Ps?"—**PATIENCE, PERSEVERANCE, AND PRACTICE.** Many times you have to try several times to find a solution that is acceptable and works. Conflict resolution takes practice.*

If time permits, have the students think of some examples of typical conflicts that students their age might face. Work through these examples in the same way we worked through "Harry and his mom's problem." You could use this for an assignment.

Remember the following about conflicts:

- *Conflicts are like splinters in your finger. If you remove a splinter right after you get it in your finger, it doesn't hurt so bad or doesn't cause much of a problem: If you leave the splinter there for a long time, it festers and causes a very hurtful sore. It is much harder to remove and hurts a great deal more.*
- *Whenever you resolve conflicts, don't do so in anger. Calm down and wait until you are rational. Always talk about the behavior or action that causes the problem—do not attack the person but rather the behavior.*
- *Find a way to make the first move and understand the other person's need for "face saving."*
- *Be willing to negotiate and compromise. If both people do not compromise, there will continue to be a conflict.*
- *Remember the concept of turn-taking: I cut, you choose. Example: One piece of pie. One person cuts the pie in two, the other person gets to choose a piece first. The cutter knowing that he/she chooses second, will probably make an effort for a fair cut.*

- *Remember the phrase "Widening the Circle." Sometimes when there is difficulty resolving conflicts, perhaps an objective individual can help bring resolution.*

Think of a recent conflict you have had. How did you resolve it? Did you use effective conflict resolution? If so, what were the results? If not, using the steps of conflict resolution, think through what might have happened if you did use this skill. Read page 94 in your workbook for a review of conflict resolution.

SUMMARY/KEY POINTS

- The steps to Conflict Resolution are:
  - DEFINE THE PROBLEM
    - Use "I Messages"
    - Practice "Reflective Listening"
  - LIST SOLUTIONS
  - USE NEGOTIATION SKILLS TO
    - select a solution
    - implement the solution
    - evaluate the results!
  - DON'T FORGET THE THREE "Ps"
    - Patience
    - Perseverance
    - Practice

In your ***Thoughts for Today*** *write what happened when you used conflict resolution, or if you did not use conflict resolution, write what you think the result would have been if you did use this skill.*

DON'T FORGET TO PUT YOUR NEW SKILLS IN THE SKILL BOX!

ASSIGNMENT:

Ask students to write their *autobiography*. The autobiography will be needed in order to conduct the activity in Chapter Seven, Lesson One. You may want to have them turn it in to you before the day of that class to be sure that every student will have completed the assignment.

Suggested outline for autobiography:

- Date of birth of student and names and dates of birth of younger siblings
- Names of parents
- Major events in life (schools attended, achievements, travel, deaths, etc.)
- Names of people who are special and why

LESSON NINE—Managing Adversity

Objective: **Students will understand that adversity and crises can be managed but managing adversity requires skill development. The adversity and crises a teenage parent might face will require even greater skill development.**

> *You can't be brave if only wonderful things happen to you.*
>
> — Mary Tyler Moore

TEACHER PREPARATION:

Before class, prepare on newsprint:

- Definition of adversity
- Definition of crisis
- Stick figure which depicts some skills a teenager will need to manage adversity
- Stick figure to depict some skills a teenage parent will need

MATERIALS NEEDED:

Newsprint and colored markers for stick figure drawings

If your community already has a list of *resources for teens*, have it available. If not, compile a list. (This does not have to be complete because you will be adding to it.)

LECTURETTE:

Earlier we talked about how difficult it is for teenagers to perceive the world through anyone's eyes but their own. An adolescent's view of his or her own irregularities and regularities, personal ideals regarding how to look, and current social ideals of attractiveness all contribute to a very complicated and confusing state of affairs. As a result, the physical and emotional changes that accompany puberty are a common source of emotional upset for most teenagers.

We also talked about how adolescents are beginning to seek autonomy or independence from adult authority figures. They begin to distance themselves from their parents, wanting to take more responsibility for their own decision-making.

At every stage in our lives we are confronted with adversity and crisis. Until adolescence, our parents and teachers are involved in helping us overcome problem situations.

As teenagers, we want to be able to handle these situations ourselves; however, we need skills in order to do that effectively.

Today we are going to talk about some of the situations that cause adversity in a teenager's life.

ACTIVITY:

- Break the students into small groups and have half the student groups brainstorm and make a list of the types of adversity and crises a *typical adolescent* might face.
- Have half the student groups brainstorm and make a list of the types of adversity and crises a *teenage parent* might face.
- Bring the students back together and post the lists. Discuss the lists using the following questions:
  - *What similarities exist in the two lists?*
  - *What are the differences in the two lists?*
  - *Which list of adversities and crises do you think would be the most difficult to manage? Why?*
- Next ask the students to think about the skills a teenager would need to cope with the examples of adversity and crises that were listed. Some are the skills we have been talking about during the last few lessons.
- Have students reconvene their small groups. Give each group a large piece of newsprint and colored markers.
- Assign one half the student groups *The Average Teenager* and the other half *A Teenage Parent.*
- Tell the students you want them to use their creativity to draw illustrations of the skills their person would need to cope with adversities and crises. Show them some examples to help them get started.
  - Knowing where to find resources to help you (telephone book)
  - Communication skills (ears, eyes, mouth)
  - Setting goals (goal post)
  - Listening skills (big ear)
  - Education (school or books in the top of the head)
- Each small group should select a speaker to present its drawing to the class.

SUMMARY/KEY POINTS

- All individuals will face adversity and crises during their lifetime.
- Managing those situations requires special skills.
- Young adolescents can learn skills to help them deal with adversity and crises.
- Teen parent needs all the skills of a teenager and additional skills to be a parent.
- It is important to know where to find the resources you need to assist you in dealing with difficult situations.

ASSIGNMENT:

- Have students complete page 95 in their workbooks.
- Give the students a list of resources for teens.
- Ask students to call one resource for teens and ask what services are offered.
- Tell the students that you hope some of them think of resources that are not on your list. If they identify local resources for teens that are not on your list, they will have an opportunity to report their findings to the class and we will add those resources to our list.
- They should write the name, telephone number and services provided on a piece of paper to turn into you.
- Before the end of this course, you will compile the list for them and make sure they have a copy to add to their workbooks.

DON'T FORGET TO PUT YOUR NEW SKILLS IN THE SKILL BOX!

Some resources to include in your list:

National Child Abuse Hot Line	1-800-422-4453
National Runaway Hot Line	1-800-231-6946 (in Texas, 1-800-392-3352)
National Runaway Switchboard	1-800-621-4000
National Hot Line for Missing Children	1-800-843-5678
National AIDS Hot Line	1-800-443-0366
Cocaine Help Line	1-800-662-HELP (1-800-662-4357)
1-800-COCAINE	(1-800-262-2463)
Local Numbers to Include:	
Local Emergencies	911
County or City Health Clinic	
Suicide Prevention Hot Line	
Alcoholics Anonymous	
Alateen	
Al-Anon	

Note: You will want to use this list again when you conduct Lessons Two and Three in Chapter Nine.

LESSON TEN—Commitments

Objectives: **Students will understand that throughout their lives they will make commitments to themselves and others.**

Students will understand that learning to fulfill a commitment is a skill.

> *Am I united with my friend in heart,*
> *What matters if our place be wide apart?*
>
> — Anwar-I-Suheili

Before beginning class have students turn in their assignments. If time permits you can have them discuss their findings. You may want to use your next "FRIDAY FORUM" for a Teen Resource Day. If so, you would want to have your local Teen Resource List compiled by that Forum. Many communities already have such a list compiled. If your community does not have a Teen Directory, compiling publishing, and distributing one could be a class Social Action Project.

LECTURETTE:

During our lifetime we make many commitments—to ourselves and others. Some commitments are very concrete and validated with a contract—either written or verbal. Commitments which involve contracts can be legally binding.

Many times the commitments in the form of a contract involve money and/or things such as agreeing to make a payment in exchange for a product.

Many times the commitment is intangible. It involves feelings or attitudes such as a commitment in a relationship or a commitment to yourself or someone else to do your very best at a task or working toward a goal.

There are many constructive elements in commitments in relationships to yourself and others:

Communication: *Since we've devoted several classes to discussing effective communication, we should all understand how important communication is in all our relationships. Whether the commitment is to self or others, communication is essential in commitments. Understanding the expectations you have of yourself in personal commitments or that both parties have in commitments to others requires effective communication. Remember that effective communication involves the ability to express feelings as well as exchange information.*

__Honesty:__ Honesty involves being truthful about feelings and attitudes and sharing those feelings in a thoughtful and non-threatening manner. Honesty leads to trust.

__Trust:__ Trust means having faith that each individual has the other person's as well as their own best interest at heart. Trust as related to self means trusting your inner feelings about what is in your own best interest and acting on those feelings even though it may be difficult.

__Responsibility:__ Each individual is responsible for his/her own behavior. Whether a commitment involves only you or you and others, the responsibility of living up to the commitment you make to yourself or as part of an agreement with others rests solely with you. You can only control your own actions and react to the actions of others.

__Flexibility:__ Many commitments are firm and rigid (those that involve verbal or written contracts) but others can benefit from the ability to be flexible–to compromise or make changes that are in the best interest of all parties concerned. The ability to be flexible in relationship involves many of the previous constructive elements–communication, honesty, trust and responsibility.

Today I would like you to turn to page 96 of your workbook and complete the tasks listed there.

When the students have completed their workbook, ask them to volunteer to share some of the commitments they would like to make to themselves.

Be aware that this may be very personal and students may not want to share. Remind students to share only the information which they are comfortable sharing.

In order to make this commitment seem more concrete, develop a contract with yourself. Have it witnessed by a classmate, teacher or family member. There is a form on page 97 of your workbook to do this.

Being a parent is an important commitment. As we have been participating in this course, we have referred to parenting during several of the classes.

Today we are going to explore the commitments a teenage parent must make. Are those similar, or different from the commitments an average teenager may make?

On page 98 of your workbooks, list the commitments that a teenage parent would have to make to themselves, to their child, and to their partner. Many of these commitments will be commitments that all parents make and some may pertain to just teenage parents.

When the students have completed this task, you may choose to discuss this activity as a class or break them into small groups and discuss their lists. If you use small group discussion have a recorder record the most important points raised by each question and be sure to allow time for closure with the class as a whole. The discussion in small or large group should include the following:

- *What commitments are different for teenage parents and the average adolescent?*
- *What do you think the most difficult commitment would be for a teen parent?*
- *What decisions do you think teen parents face that the average teen doesn't have to deal with?*
- *Do the commitments and responsibilities differ by gender? Why do you think this is or is not true?*
- *How do you feel about the differences if they exist?*
- *Do teens, both male and female, have a legal commitment to a child if they have a child? What is that commitment and how long does it last?*

SUMMARY/KEY POINTS

- Throughout our lives we will be making commitments to ourselves and others.
- It is important to think about the commitments we make and the steps necessary to follow through with the commitment.
- Parenting is one of the biggest commitments a person makes and one that sometimes we give very little thought to until we become parents.
- It is important to think about the responsibility and commitment of parenting *BEFORE* you find yourself in that situation.

ASSIGNMENT:

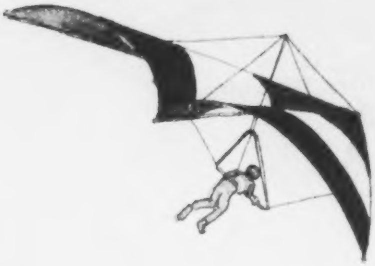
Students should complete the contract with another individual as a homework assignment. Stress to the students that they should review what they have learned about commitments to the individual(s) with whom they are entering into this agreement. Encourage the students to take this assignment seriously and to encourage the individual(s) to whom they are making the commitment to take it seriously. Have students use the form on page 99 in their workbooks.

In your ***Thoughts for Today*** *write a commitment to yourself—a commitment NOT TO BECOME A PARENT until you have all the skills necessary to parent, and that includes financial, emotional, as well as the day-to-day skills and time necessary to parent.*

The second part of the assignment is to go back and review their weekly plan which they have been keeping since Lesson Five. They should answer the following questions:

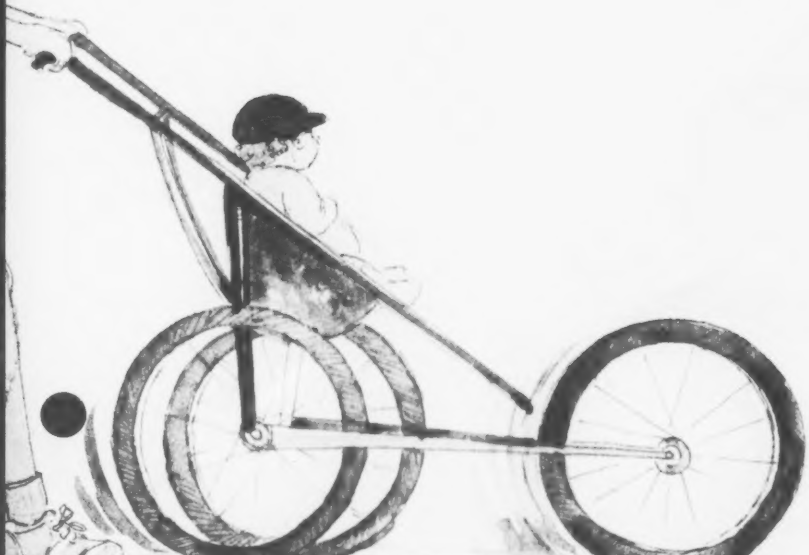
- *How closely does your actual week resemble your original plan?*
- *What was the most difficult part of your* plan *to adhere to? What was the easiest?*
- *Tell students that you will have blank plans available so that they might plan another week, record their actual week and later compare the results.*

DON'T FORGET TO PUT YOUR NEW SKILLS IN THE SKILL BOX!



BOOK THREE

Family and Values



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OVERVIEW OF BOOK THREE

> *We live in the present, we dream of the future, but we learn eternal truths from the past.*
>
> — Madame Chiang Kai-shek

LECTURETTE:

This series of lessons is about personal integrity. In it we are going to ask you to learn about who you are.

For the next several classes we are also going to look at who and what influences your decision-making.

Who are you? You are a composite of all of your experiences. You are in relationship with many people. You are someone's child. You are a student. You are either male or female. You are someone's friend. What are some of your other roles? (List on the board or newsprint.) *It is important to be aware of our various roles. All of our relationships help form who we are. It is also important to be aware of what is important to us as individuals. What do we value?* (List on the board or newsprint.) *What are our personal "rights" and "wrongs?"* (List on the board or newsprint.)

CHAPTER SEVEN Personal Integrity

LESSON ONE—Values and Role Models

Objective: Students will learn how their past and present relationships and their experiences influence their choices.

One faces the future with one's past.
— Pearl S. Buck

TEACHER PREPARATION:

- On a piece of newsprint or blackboard, list the following processes* for developing VALUES:
  PRIZING one's beliefs and behaviors
    - prizing and cherishing
    - publicly affirming, when appropriate

  CHOOSING one's beliefs and behaviors
    - choosing from alternatives
    - choosing after consideration of consequences
    - choosing freely

  ACTING on one's beliefs and behaviors
    - acting
    - acting with a pattern, consistency and repetition
- A definition of values on a poster or piece of newsprint
- Prepare your own Life Line or the Life Line of a hypothetical student to use as a demonstration when explaining the activity.

Materials Needed:

- A piece of newsprint or butcher paper for each student
- A box of colored markers for each group of five or six students

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* Raths, Louis; Marmin, Merrill; Simon, Sidney: "Values and Teaching," Charles E. Merrill, Columbus, Ohio, 1966.

LECTURETTE:

What is a value?

First, let's talk about how a value is formed. Values are not formed in a vacuum. For instance, newborn babies do not have values. Why not?

Values are the beliefs and attitudes we have come to "own" as a result of what we have been taught, what we have experienced, and the people we are in relationships with. Our values are the guides which cause us to ponder over what and how to think, believe, and behave.

For instance, if you and all of your friends have bicycles which you use to get to ball practice, to each others homes, to school and back, you probably have a value for limited independence and freedom. You also value your bike! What would happen if someone stole your bike?

If you valued your freedom and your property, you would feel violated. You would feel it was wrong for someone to take away your freedom.

What would happen if you found out who took your bike?

Ask students to brainstorm what they would do. Write answers on the board or newsprint.

There are as many solutions to this problem as there are people in the room. That is because each of you have different values.

Let's begin by looking internally and assessing what makes us who we are. What do we consider important? How do we decide? What do we value?

Ask the students for a definition of VALUES. After several responses, you will want to either read a definition from a dictionary or the one you have put on the newsprint. It should read something like the one listed below.

Values: *A set of beliefs and principles which guides our behaviors.*

The students may accept this as the class definition for values or they may change it slightly. They will be using this definition in other lessons.

Some values or principles are universal–things we all believe. Each of us will agree on some universal principles so some of our values will be similar but some will be different. Each person establishes a set of values for herself or himself. These values are influenced by many factors: family, friends, culture, religion.

Let's consider for a moment the following components of values:

(Go over the list you created on newsprint or the board)

Think about your own personal values. In our next several lessons we will be discussing values in more depth. Today we want to begin assessing our values by looking at how events and relationships in our own lives influence the shaping of our values system. We are going to participate in an activity that will help you see where your values come from.

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ACTIVITY:

Return the students' autobiographies to them. Tell them to use them as a reference to create their *Life Line.*

At this point you may want to show your own Life Line —or develop one of a hypothetical student their age—and use it as an example as you are giving the instructions.

- Have the students turn to page 102 in their workbooks. Tell the students that today we are going to take a look at events and people in their own life that may have influenced their values. Notice the line shows **Date of Birth**, **Now**, and **Distant Future**. Ask the students to limit their entries on the life line to the past and present. (We will use the life line again for another exercise when they will be asked to chart future events on the life line).
- Instruct the students to write the year of their birth under **Date of Birth** and to mark and label other significant dates and events on their life line. (These could include the birth dates of siblings, the date they hit their first home run, the date of their first day of school). These should go above the line. Later they will be putting local, national, and global events below the line.
- Ask students to think of people who have had a major influence on their lives. Tell them to think of something that happened with those people and instruct them to chart those events, dates and names on their life lines and complete the questions below their life lines.
- Once the students have completed this portion of the activity say:
- *These are personal events. Most likely they have had the greatest influence on your life but events in our community, country and the world can influence us too. Next we are going to take a look at how those events have influenced our lives.*
- Divide the students into groups of four or five. Give each group a piece of newsprint or butcher paper and a colored marker. Instruct the students to write the names of the students in their group lightly in pencil on the back of the newsprint. (You will be using this paper again). Next instruct them to draw a horizontal line on their paper. Explain that the line represents the life line of a student their age. On the left side of the line they should make a mark and write the year you give them which will be the year most of your students were born. On the right side of the line they should write DISTANT FUTURE.
- About three quarters of the way down the line they should write NOW.
- Have the students chart global events on their life lines. Sometimes major events, such as earthquakes, floods, hurricanes, have an effect on the forming of values, too. They should put events that have happened in their own communities—new school, major events, etc.—the country—recent elections, national disasters, etc.—and global events such as the tearing down of the Berlin Wall, wars, etc.
- After they have completed the events in their life line as a group, reconvene the large group and have the students share their events. As they do so, the

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teacher should put all the events on one piece of newsprint. This piece should be labeled with the class day and time because it will be used again.

- As the groups are sharing, ask the students to put these major events below the line on their own life lines in their workbooks.
- Ask the following question: *What values do you have now that are a result of past relationships and experiences?*
- You will need to save the class life line of events and the group life lines of events for a future activity. One suggestion is to hang them on a wall for a period of time and then put them away. Be sure the students write their names on their group life line.

SUMMARY/KEY POINTS

- A young person is exposed to many different role models: parents, teachers, politicians, movie, television and rock stars, friends.
- We learn 95% of our values from role models. But, we mostly copy what we see people do, rather than what we hear people say. It is generally smarter to trust those people whose actions match their stated beliefs.

ASSIGNMENT:

Now that we have seen how values are formed, we will spend the next several lessons discussing values. *Earlier we discussed the importance of self-esteem or valuing oneself. Your first assignment related to values is to think of one or more things you value about yourselves. For our next class each student should be prepared to complete the following sentence stem: "One thing I value about myself is . . . ."*

Write your response in your ***Thoughts for Today***.

Give the students a couple of examples:

"One thing I value about myself is:

- my sense of fairness."
- that I am a good athlete."
- my honesty."
- that I make good grades."
- that I am a good friend."
- that I am loyal."

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Notice that some of the examples are very concrete—good athlete, make good grades—and some of the items are abstract—sense of fairness, loyalty, honesty. Either type of example is fine. Let the students know that you will be asking students to share their completed sentence(s) at the beginning of the next class.

DON'T FORGET TO ADD YOUR SKILLS TO THE SKILL BOX!

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LESSON TWO—Beliefs and Behaviors

Objective: Students will understand the concept of values.

> *Important principles may and must be flexible.*
>
> — Abraham Lincoln

TEACHER PREPARATION:

- The definition of *values* from Lesson One on a piece of newsprint or tag board
- A "skeleton" tree on a bulletin board, newsprint or piece of tag board
- "Leaves" of different colored construction paper (to be placed on the tree skeleton at the end of the activity)

MATERIALS NEEDED:

- "Leaves"
- Markers
- Stapler

DISCUSSION:

Begin by asking the students to think about the meaning of *values* and the discussion about values from the previous lesson. Review the definition from Lesson One.

LECTURETTE:

Let's review the definition of values.

Remember, a value is something we prize or cherish. Our values guide our beliefs and behaviors. They also guide our decisions. There are many things we prize or cherish. So, often we must choose what is most important to us. After we consider the alternatives and the consequences, we act.

We can value people (such as ourselves and others). Our assignment from Lesson One was to think about things we valued about ourselves. Ask the students to share some of their sentences. Encourage each student to share. This reinforces positive messages to self.

We can also value things (such as a new stereo, shirt, athletic shoes, bike) and principles or qualities (such as freedom, equality, honesty, religion).

It is usually easy to think of people and concrete things we value and sometimes more difficult to think of principles or qualities. (Have the students brainstorm principles or qualities and put them on the board.) *Let's look back at our list on the board and decide if any of these items would be items that we could consider a universal value—something that most people would value and consider important, something that would benefit everybody.* Note: Be sure you spend enough time on this that students understand principles and qualities as universal values. Making this abstract concept concrete for students is sometimes very difficult.

Next I want to you complete pages 103 and 104 in your workbook. Here you are being asked to write down three people you value and why, three things you value and why and three principles or qualities you value and why.

ACTIVITY:

After students complete their worksheets, ask them to write the principles and qualities they chose on a scrap piece of paper. They will take these to the small group. Break them into small groups for sharing category three (Principles or Qualities) items only.

The concept of valuing *people* and *things* is usually much easier for students to grasp than *principles and qualities*. The *people* and *things* categories can also be very private so you don't want to ask them to share those items unless they choose to do so during the discussion of *principles and qualities*. Have the students select a recorder.

Have a recorder list all the different values and principles using the different colored "leaves" and markers. (If the class is taught in the Spring, you might want to use flowers and green stems to make a bouquet instead of a tree. Another idea is to make a mobile.)

Bring the large group back together and have the small group recorders share their *"principles and qualities"* by placing the "leaves" on the tree. There may be duplicates from the small groups which is OK. You may place all items on the "Values Tree" or remove duplicates depending on the number of items which are duplicated.

After sharing, have the students answer the following questions:

- Which was the most popular principle or quality?
- Were their reasons the same or different for choosing that principle or quality and what were those reasons?
- Are any of the principles or qualities universal (something that most people value)?
- How did they decide if a principle is a universal value?

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SUMMARY/KEY POINTS

- In addition to valuing people (ourselves and others) and things (concrete objects) we all have values which are principles and qualities. During our classes on values, we will have our Values Tree to remind us of the principles and qualities we discussed today.
- Values are. . . . (Use the definition established by the class.)
- Some values are healthy and some are not so healthy but there are no right and wrong answers to values unless your value violates someone else's rights or is illegal. Example: I value hood ornaments so I steal them.
- It's important to have personal values and to understand how you establish those values.

ASSIGNMENT:

Interview one of the people you listed on page 41 (Important People Tree) of your workbook and fill out pages 104 and 105 of your workbook. Compare their answers with yours. Are they similar or different? Why do you think that is true?

LESSON THREE—Values Survey

Objective: **Students will define their own values and analyze how they acquired those values.**

> *If you create an act, you create a habit. If you create a habit, you create a character. If you create a character, you create a destiny.*
>
> — Andre Maurois

TEACHER PREPARATION:

Read case studies on page 118 in the students' workbook. You may want to write some additional case studies for Lesson Four to make the lesson age and culturally appropriate to the group in front of you.

DISCUSSION:

Bring closure to the homework assignment by asking students to answer the following questions with a show of hands:

- *How many of you found your answers and those of the person you interviewed to be similar?*
- *Why do you think that is true?*
- *How many were different?*
- *Why do you think that is true?*

LECTURETTE:

How do we establish our values?

Some of our values have been taught. Our constitution defines the values of our form of government. For instance, in America we value the freedom of speech. Sometimes our parents and teachers tell us how we should act. They may say we should do our homework before we go to the ball game.

Sometimes we learn values from watching others behave. For instance, we might like the way a certain athlete performs and decide we want to be just like the athlete. This person has become a role model for us, someone we would like to emulate.

Another way of learning values is through reflection. That means thinking about how we feel about certain things. How does it feel to us *when we learn that thousands of dogs are put to sleep in our country every day? Or how do we feel when we learn that our favorite athlete is taking drugs?*

ACTIVITY:

- Have students complete the Interests and Values Survey on pages 106 to 111 of their workbooks. It will take them most of the period to complete and score. Stress to the students that there are no right or wrong answers and the first response they have is probably the most accurate one. Encourage them to mark their first response.
- After they have completed the survey, have the students tally their results on pages 112 and 113 in their workbooks and record on page 114.
- Discuss with students what they learned about themselves.

SUMMARY/KEY POINTS

- It is important to recognize that we all have values and interests. As you grow and develop, you are developing your personal values and the principles by which you will live. Many times our *values* help determine our *interests.*
- There are no right and wrong answers when it comes to values unless we are talking about something illegal or something exploitive—infringing upon another person's rights.
- It is important to assess our values from time to time and to evaluate how closely we live by our professed values.

ASSIGNMENT:

If students were unable to complete the scoring of their survey in class, ask them to complete it as a homework assignment. They may want to read pages 115-117 in the workbook.

Read the case studies on page 118 of the workbook and select one which you might like to present as a role play. During the next class we will be discussing these case studies and working on role plays which involve these topics. If you have an idea for a role play which is not portrayed in the case studies, write that case study and turn it in to me to add to our selection for role plays.

DON'T FORGET TO ADD YOUR NEW SKILLS TO THE SKILL BOX!

LESSON FOUR—Values as Guides

Objective: Students will understand how their personal values help guide many of their critical decisions.

> *I was always looking outside myself for strength and confidence but it comes from within. It is there all the time.*
>
> — Anne Frank

DISCUSSION:

Ask students to share what they learned about themselves by taking the *Interest and Values Survey.*

- Open the discussion about the survey by saying,

  In previous classes we have been discussing the following:

  - *What are personal values?*
  - *Where do they come from?*
  - *Who influences your values?*
- *What did you learn about yourself from taking the Interest and Values Survey?*

Ask students to share only if they are comfortable doing so.

LECTURETTE:

Most of us behave without consciously thinking about why we behave the way we do. But, sometimes we have to make a choice that seems difficult. What makes some choices more difficult than others?

Here's an example of a dilemma. Your parents have planned a trip to visit your grandmother this weekend. She is your favorite grandmother and you enjoy going to her house. You only get to visit once or twice a year because she lives 500 miles away. Whenever you go there with your family you have a lot of fun because she lives in a neat town and there are lots of things to do with your cousins and other relatives. Your best friend is having a party this weekend. Another friend has invited you to stay overnight so that you can attend the party. All of your friends are going to be at the party and there is a boy (girl) that you like. This would be a chance to spend more time with him (or her).

Your parents have told you to make your own decision. What do you do?

To make your decision, you must go through a process of values clarification. This means you must decide what is most important to you at the time. Sometimes this process is easy, and sometimes it is very difficult.

Often other people will try to influence your decision making. Perhaps your friends are putting pressure on you to stay for the party. Or, perhaps your sister wants you to come with the family. They will all have arguments that represent their values. Sometimes it is easier to do what someone else wants us to do than to decide for ourselves.

It helps to have a clear idea of what our values are. Knowing our values may make decision-making easier.

Today we are going to participate in an activity that will help us identify our personal values.

ACTIVITY:

Ask for volunteers to discuss each case study on page 118 of their workbooks (or present their own) answering the following question: How did the character(s) values or lack of values guide their decisions?

In each case study where lack of values contributed to a poor decision, ask students to create a positive ending to the case study.

SUMMARY/KEY POINTS

- Our values serve as guides in our decision making.
- We need to understand how and why values influence our decisions.
- We need to continually reassess our values, where they come from and how they influence our behaviors.

Write in your ***Thoughts for Today*** the values that are most important to you and who influences your values the most. (We will not be discussing this information in class. This is for personal reflection.)

DON'T FORGET TO ADD YOUR NEW SKILLS TO THE SKILL BOX!

LESSON FIVE—Choosing a Friend

Objective: **Students will assess how they determine which qualities in others they value.**

Friendship of a kind that cannot easily be reversed tomorrow must have its roots in common interests and shared beliefs.

— Barbara Tuchman

LECTURETTE:

Our values also guide us in choosing our friends. Sometimes we choose friends because they have qualities that are similar to ours. Perhaps they enjoy sports or computer games. Maybe they enjoy hiking or surfing or another of our favorite activities. Or perhaps, you enjoy someone because they "feel about things" the way you do.

Sometimes we are attracted to people because they have a quality that we value but that we think we lack. For instance, if someone is a risk-taker we may be attracted to them because we are afraid to take risks. We may think we can learn to be braver by being around that person.

ACTIVITY:

We choose our friends and determine who we like for various reasons. I would like you to read the descriptions of several different people in your workbook on pages 119 and 120. If you had to choose your friends from this group of people, who would you choose to be your best friend? Give that person a score of seven. *Who would you choose last? Give that person a score of* one.

Now rank the remaining people, giving a score of six *to your second choice, a score of* five *to your third choice, a score of* four *to your fourth choice a score of* three *to your fifth choice. and a score of* two *to your sixth choice.*

What qualities do each possess that helped you make your choices? Fill in that information in the space provided.

After the students have completed the workbook assignment, break them into small groups and have them compare their answers in the workbook. Have a recorder from each group get the scores that each student gave to each of the names. The recorder should then add the scores given to each name.

The name which received the highest group score is the group's first choice. The name which received the next highest score is second, and so on. Have the recorder make a list of the names in the order they were ranked by the group. Remind students that the "group list" may not be exactly like their personal list and that's OK.

Reconvene the large group and ask each group to share which name they chose as their first choice.

- *How did you decide?* (Those who actually chose this description as number one will state their reasons.)
- *What quality or qualities did the person possess that the group chose as number one?*
- *What made the group choose the name that was number six on their list?*

If time permits, have the class discuss the whole list using the questions above.

Now that you've begun to think of the qualities that people possess that help you determine whether or not you like them or value their friendship, turn to page 121 of your workbook.

Make it clear to the students that they do not have to plan to be married to complete this activity. Many people aren't sure at this point whether they will ever want to have a mate for life and that is a healthy option.

Next have them prioritize those qualities in order, selecting their number one to number *five* choices.

Tell students that this is their own personal list. They may or may not choose to share that list with others. Now we would like to establish a group list. After we do that, we will compare the list with a national survey taken by a leading teen magazine.

Put the same columns on the board and have students call out their number one quality for a SAME SEX FRIEND. List all the qualities. Then ask students to look at their number *two* quality for a SAME SEX FRIEND. If anyone has a quality that isn't already listed put it up also.

Do the same with number *three* to number *five* qualities. You should end up with several different qualities.

Follow the above procedure with the other two columns. After all the qualities have been listed, have the students vote on the top five qualities in each category. These may or may not be the same as their personal lists. Call out each quality and ask for a show of hands reminding the students that they may only vote for five in each column. Record the votes. When the top five in each category have been selected by the class, read them off saying,

This class has decided that the most important qualities for a SAME SEX FRIEND to have are ____, _____, _____, _____, and _______. Remember, you have your own personal list; this is our class list.

Do the same with the other two categories.

Let's see how your answers in column number three—TYPE PERSON YOU WOULD CHOOSE AS A MATE compares with the results of a national survey conducted by Seventeen magazine: "Love & Sex in the '90s": November, 1991) Turn to page 122 in your workbook.

- *How does this compare to our class list? What is similar? What is different?*
- *What are the similarities and differences between the male and female lists? What does this tell you?*

Remember it is important for you to continually assess your values and choices, where they come from and how you make decisions based on the people, things, principles and qualities you value.

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- *Do any of the qualities show up on all lists? What does this tell you?*
- *Questions for students to analyze silently but not discuss:*
    - *Take a look at your own list. Is it similar to or different from the class list? Why do you think it is similar or different?*
    - *How do your family's values influence your list?*
    - *How do your peers influence your list?*

SUMMARY/KEY POINTS

- Our values guide us when choosing our friends.
- Sometimes our gender influences the qualities we value.
- We each have the ability to choose our friends, based on what is best for us.

In your ***Thoughts for Today*** *write a paragraph that would describe "your perfect best friend." After you have completed the description, list the qualities that you considered important as you wrote that description and why those qualities are important.*

ASSIGNMENT:

Have someone you care about—a friend, a parent, someone you admire—complete the worksheet on page 123, "QUALITIES THAT ARE IMPORTANT TO ME."

(This will be the same form as the one the student completed.)

Compare those responses with yours. How are they similar? Different? Why do you think the similarities and/or differences exist?

DON'T FORGET TO ADD YOUR NEW SKILLS TO THE SKILL BOX!

LESSON SIX—Congruency

Objective: **Students will focus on how their values parallel or do not parallel their behaviors.**

> *'Tis the motive exalts the action; 'Tis the doing, and not the deed.*
>
> — Margaret Preston

DISCUSSION:

Begin by bringing closure to the previous assignment.

- Ask how many students found their answers similar to those of the person who filled out QUALITIES THAT ARE IMPORTANT TO ME!!
- Ask how many found their answers to be different from those of the person they interviewed.
- Ask for a few students to volunteer their ideas on why they think that occurred.

LECTURETTE:

We have taken a good look at our values. Now let's talk about how we live by those values. How often do we say we believe something but then our actions or behaviors are very different from what we profess to believe?

Think of the number of adults and adolescents who know that smoking isn't good for their health, but continue to smoke.

How many of you think every one of us should wear seat belts? How many of you put on your seat belt every single time you get into a car–back seat or front seat? Short trip or long trip?

Today we are going to participate in an activity that will give us an opportunity to examine our values and attitudes about a variety of subjects.

First you will complete pages 124-125 of your workbook. After you have completed the activity in our workbook, we will discuss some (all if time permits) of the items in the workbook. If you have a statement you would like to add, jot it down on a piece of paper and we will include those statements as time permits.

Add statements that either you or the students want to include.

ACTIVITY:

You can use this activity over and over with the students as a “filler” if another activity doesn’t work well, you have time at the end of class, or as a way to generate discussion on any topic. This is another place where you might want to add statements to make the activity age, gender, and culturally appropriate for the class in front of you.

The activity may be conducted in one of the following ways:

- All students up and moving about the room.
- A few students actually moving from place to place and making comments and the rest of the students observing and then commenting on comments.
- All students seated at their desks and raising different colored papers for “AGREE,” “DISAGREE” OR “NEUTRAL OR UNSURE.” If you use the seated method, then you can balance comments by calling on someone from each group.

Give the following directions for the activity:

I am going to read some of the statements from your workbook and/or the ones you have turned in. You decide whether you agree with the statement, disagree with the statement, or perhaps you will be neutral or unsure. I am going to put these signs up on the wall and you will go stand near the sign (or the students participating will go stand near the sign) with which you agree. If you slightly agree, you would stand in between “agree” and “neutral/unsure” and if you slightly disagree, you would stand between “disagree” and “neutral/unsure.”

The signs should be placed so that as the students move from place to place, there is a continuum. If students are seated, obviously these signs would not be necessary. Be sure that you review the GROUND RULES before you begin this activity and that you emphasize that there are no right and wrong answers unless the statement is about an illegal activity or an infringement of someone else’s rights. Each person is entitled to her/his opinion and should not be pressured into an opinion by her/his classmates. Be sure you validate the minority opinion.

SUMMARY/KEY POINTS

- As you can see from our activity today, each of us has a variety of opinions on a variety of topics.
- Unless something is illegal or exploitive, there are no absolute right or wrong answers to many of these topics. Our personal values influence our opinions and beliefs.
- Exploring a variety of opinions and learning about other people’s viewpoints is a good way to help understand a topic fully.
- Your viewpoint and opinion may or may not be influenced by others. The strength of your own personal values and convictions will determine whether you are or are not influenced by others.

ASSIGNMENT:

Discuss this assignment with your family.

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CHAPTER EIGHT Personal and Family Relations

Objective: **Students will learn that maintaining healthy relationships requires attention and work.**

> *A parent's training starts when that future parent is still a child.*
>
> — Source Unknown

INTRODUCTION:

During Chapter Eight we will talk about Personal and Family Relations, including parenting. Many of you may wonder why we are talking about topics such as parenting and parenting skills, child development, the financial responsibility of parenting etc. when you don't have children and don't plan to have any in the near future. Some of you may not plan to be parents at all. Whether or not you ever choose to be a parent, there will probably be children in your lives - siblings, maybe nieces or nephews, the children of friends or neighbors, or maybe you will choose a career in which you work with children. One thing we know for sure is that most people who do become parents are not adequately prepared for that responsibility. It is our hope that this class will help prepare you to be a positive influence on the children in your life as a parent, a relative, a friend, a role model or a teacher.

Ask students to start bringing in any information they can find related to the cost of having a child: Advertisements for clothes, equipment and food; day care rates, medical costs, etc. The teacher should also be gathering materials to be used in Lesson Five—Financial Responsibility.

If you are covering Child Development in depth by using Lessons Seven through Eleven, you will also want to ask students to bring in pictures that depict the various needs of children in various stages of development.

LESSON ONE—The Changing American Family

Objective: Students will understand that there are many types and definitions of family and will understand the important role family plays in the development of children.

> *The environment that people live in is the environment that they learn to live in, respond to and perpetuate. If the environment is good, so be it. But if it is poor, so is the quality of life within it.*
>
> — Ellen Swallow Richards

TEACHER PREPARATION:

You may want to write some of the facts and statistics contained in this lecturette on a flip chart so that you can point to them as you give the lecture.

LECTURETTE:

"America's future is forecast in the lives of its children and the ability of their families to raise them." This statement is the opening sentence of a 1991 report of the National Commission on Children. The Commission conducted two and a half years of intensive investigation and deliberation prior to writing the report. Their message to America: "As a nation, we must set a new course to save our children, strengthen their families, and regain control of our national destiny."

The American family has changed dramatically during the last 30 years. Let's look at what has happened.

More single-parent families

A rising divorce rate and a rise in the number of children born out of wedlock has increased the number of single-parent families from 12% in 1970 to approximately 25% in 1990. This 25% equals over 16 million children living in single-parent families. Furthermore, in 1960 only 5% of all births in the U.S. were to unmarried mothers. In 1990 this percentage had climbed to 28%. Today, more than a million babies each year are born to unmarried women.

More families with both parents working

An increasing number of mothers have entered the work force during the past 20 years. Between 1970 and 1990 the number of women with children under the age of six who were working outside their homes *increased from 32% to 60%. This means that, today, approximately 10.9 million children under age six have mothers who work for pay.*

Increased number of poverty-level families

Today, children are the poorest Americans. One child out of every five lives in a family with an income below the federal poverty level. Approximately 43% of families headed by a single mother are poor compared with only 7% of two-parent families. The majority of poor children are white, but minority children are much more likely to live in a poor family. About 44% of all black children and more than 35% of Latino children are poor, compared to fewer than 15% of white children.

Changing roles and routines of family life

*In many families with both a father and mother, the roles of the parents have changed. Because more mothers are working outside the home, the mothers contribute a larger share of the family income and fathers participate more in parenting responsibilities.**

ACTIVITY:

- Have students brainstorm words or phrases that define "family."

Some of the ideas you will want to include are:

  - Individuals living together or apart who are related by blood and/or love
  - Various generations
  - Loving, caring, helping one another
- Use a dictionary and have a student look up the definition of the word "family."
- Next have students brainstorm the different kinds of families—traditional, single-parent, blended, foster, adoptive, etc.
- After five or ten minutes have students complete the first section of page 126 of their workbooks.
- Next have the students brainstorm what kinds of needs families fulfill.
- Some of the ideas you will want to be sure are included are:
  - Provide basic needs—food, clothing, shelter
  - Provide love and support
  - Provide values and beliefs
  - Provide structure and guidelines for behavior
  - Provide a sense of culture and tradition
- Next have them complete the second section of page 126 of their workbooks.
- *Many of us will want to model our parenting after our own families and many of us will want to parent differently because of the way we were brought up. This information may be very personal and private so we will not be discussing it but*

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* "Speaking of Kids," A National Survey of Children and Parents, Report of the National Commission on Children, 1991.

I want you to think for a minute about the ideal family. It may or may not be yours. In the last section of page 126 of your workbook, I want you to design that family and summarize what you want to provide as a parent.

- *If time permits lead a discussion about TV families past and present to help prepare students for their assignment.*

PAST	**PRESENT**
Andy Griffith - Single father before his time	Roseanne
Leave It to Beaver	Murphy Brown
Donna Reed	Prince of Bel Air
Ozzie & Harriet	Grace Under Fire
I Love Lucy	Home Improvement
Brady Bunch	

ASSIGNMENT:

Compare a '60s or '70s TV family with a TV family today.

List the similarities and differences. What are the positive qualities of the TV families and what are the negative qualities? Be able to answer the following question: Are we as a society influenced by the families we see on TV and if so how? Have the students put this comparison on page 127 of their workbooks.

Tell the students that in this chapter they will be looking at and talking about families and parenting.

Ask the students to start bringing in any information that they can find about the cost of having a child for Lesson Five:

- newspaper ads for clothing, food, or equipment
- brochures on health care or day care
- catalogs, etc.

In your **Thoughts for Today** *complete this sentence, "My family is important to me because. . . ."*

LESSON TWO—The Many Roles of a Parent

Objective: **Students will understand the many complexities of parenting and the seriousness of that responsibility.**

> *Parents. . . serve among other things to shield us from a sense of doom. As long as they are around. . .we can still be innocent children.*
>
> — Jane Howard

Bring closure to the last class by discussing the homework assignment. There certainly are a lot of different types of families, parents and children. Regardless of the type family, parenting is a big responsibility.

LECTURETTE:

Parenting is a job. It is a job that is with a person twenty-four hours a day, because no matter where you are and what you are doing, when you are a parent, you are responsible for your children all of the time.

Wow! That's a heavy responsibility! And it's one that people are rarely trained for. Isn't it ironic that we require competency tests for almost every other adult responsibility in life, but anyone who is sexually mature can be a parent.

I am sure we all know people who are wonderful parents. You also might know people who are not doing so well. I hope that before you decide to become a parent you will be well prepared for the job!

Parents have many roles. Today we are going to identify and talk about them. Parents are:

- *teachers*
- *role models*
- *providers*
- *guides*
- *friends*
- *supporters*
- *playmates*
- *nurses*

ACTIVITY:

- *Look at "A BILL OF RIGHTS FOR CHILDREN"* on page 128 of your workbook. After you have read it, add any rights that you think should be included.*
- Have students share any they add.
- *Now that we have talked about the rights of children, let's identify the different roles of a parent. Have the students brainstorm this list.*
- *Next I want you to rank those roles from most important to least important and put your personal rankings in your workbook on page 129. You will fill in the responsibilities later. For now I just want you to list the roles.*
- Now divide the class into small groups and have them reach consensus on the top three roles of a parent. (They do not have to reach consensus on the order of the top three but they may end up doing so.)
- Ask the small groups to think of the responsibilities that each role requires. Students may list these responsibilities in their workbooks.
- Bring students back to the large group to process the activity using the following questions:
    - *What were the most important roles that your group chose?*
    - *Why do you think those are the most important?*
    - *What are the responsibilities of those roles?*
    - *Were there some roles that were listed originally that you had never considered before? What are they?*

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* Sol Gordon and Mina Wollin. *Parenting* (New York: Oxford Book Company, Inc., 1983) p. 28.

SUMMARY/KEY POINTS

- Parenting requires many roles or faces and begins from the moment the child is conceived and continues for many many years. Parenting is an all day, every day, 24-hour-a-day commitment!
- "Any fertile, sexually mature person can become a parent—that's the biological side of the coin, but responsible parenthood requires tremendous love, caring, and support for one's children after they are born."*
- "Contrary to what many people think, good parenting does not come 'naturally.' It calls for training and for the mastering of many specific skills. More importantly, there must be commitment to the idea that children are our most valuable natural resource, and that everything possible must be done, both by the parent and the community, to help them develop to the peak of their capacities—physically, mentally, and emotionally."†

ASSIGNMENT:

- Students will probably list many more than three roles of a parent. Completing the responsibilities for those roles in their workbooks will be today's assignment.

CLASSROOM PROJECT:

Create a bulletin board or poster "Bill of Rights for Children" theme.

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* Sol Gordon and Mina Wollin. *Parenting*, (New York: Oxford Book Company, Inc., 1983) p. 25.

† Sol Gordon and Mina Wollin. *Parenting*, (New York: Oxford Book Company, Inc., 1983) p. 29.

LESSON THREE—Teen Fathers Should Count and Be Counted

Objective: **Students will understand that teen fathers have a role and a responsibility to the children they father.**

> *How can I teach, how can I save, this child whose features are my own, whose feet run down the ways which I have walked?*
>
> — Michael Roberts

LECTURETTE:

When teenagers become parents, it is often the girl who has to live with the label, "teen parent." Teen fathers should count and be counted. Remember, for every child that is born to a teen mom, there is a father. Today most states are enforcing laws which require fathers to at least provide financial support for their children. The role of teen father has to be taken seriously, too.

Many teenagers say they are ready for parenthood. True, they may think that being a parent is the most important job for them. Some don't see a compelling reason to wait. Many teenagers who become parents didn't make a deliberate choice to have a child. But, because teenagers still have a lot of growing to do, being a parent while you are still a teenager adds many challenges to an already challenging job.

Let's put this question into another context. Let's say that the job you want more than anything is to become a pilot. Would you simply get into an airplane and start flying? Probably not because, for one thing, other people's lives would depend on your competency. So, in order to be a pilot you would need instruction, practice and licensing. These tasks would take some learning, work and time, but eventually you would be able to fulfill your dream.

Parenting is a job that men and women should both view seriously, because here, too, other people's lives will depend on their competency. Society doesn't really provide schools where people can get a degree in parenting, nor does it require that you get a license to become a parent. Perhaps people should have to pass a test to be a parent, but such a regulation would be difficult to enforce. So, it is up to the individual to acquire the skills needed to be a competent parent.

ACTIVITY:

Again, you might want to add statements to make the activity age, gender, and culturally appropriate to the class in front of you.

The activity may be conducted in one of the following ways:

- All students up and moving about the room
- A few students actually moving from place to place and making comments and the rest of the students observing and then commenting "on comments"
- All students seated at their desks and raising different colored papers for "AGREE," "DISAGREE" OR "NEUTRAL OR UNSURE." If you use the seated method, then you can balance comments by calling on someone from each group.

In an earlier class, we did an activity where we either agreed, disagreed *or were* unsure *or* neutral *about several statements. We are going to use that same format to discuss teen fathers. First I would like for you to read the statements on page 130 of your workbook and indicate how you feel about each statement. After you have completed the workbook we will discuss the statements using the agree, disagree, neutral format. If you have a statement you would like to add, jot it down on a piece of paper and we will include those statements as time permits.*

The directions for the activity are as follows: I am going to read some of the statements from your workbook and/or the ones you have turned in. You decide whether you agree with the statement, disagree with the statement, or perhaps you will be neutral or unsure. I am going to put these signs up on the wall and you will go stand near the sign (or the students participating will go stand near the sign) with which you agree. If you slightly agree, you would stand in between "agree" and "neutral/unsure" and if you slightly disagree, you would stand between "disagree" and "neutral/unsure."

The signs should be placed so that, as the students move from place to place, there is a continuum. If students are seated these signs would not be necessary. Be sure that you review the *ground rules* before you begin this activity and that you emphasize that there are no right and wrong answers unless the statement is about an illegal activity or an infringement of someone else's rights. Each person is entitled to his opinion and should not be pressured into an opinion by his classmates. Be sure you validate the minority opinion.

This may be a lesson where students have a hard time understanding how this information applies to them. Developmentally, most students will be veiled in a cloak of invincibility and think "nothing bad is ever going to happen to me." In your closure, ask a question, something like,

How do you think this information applies to young people your age who are not parents and who do not plan to be parents any time soon?

Hopefully, their responses will indicate that it is important to think about the responsibility of parenting before one becomes a parent and that parenting is a big responsibility for both males and females.

Bring final closure to this activity by saying:

The boys in this class may be feeling, "This will never happen to me!" That is a natural response for an adolescent. During adolescence we tend to have little fear of serious consequences. However, it is very important to remember that any person who is sexually active is at risk of becoming a parent, even adolescents!

SUMMARY/KEY POINTS

- The role of teen fathers is just as important as the role of teen mothers.
- Teen fathers should be part of the *solution* to teen pregnancy as well as part of the *problem*.
- Teen fathers, just like teen mothers, need to learn parenting skills.
- Teen fathers do count and should be counted among the statistics when calculating the number of teen parents.

LESSON FOUR—Parenting Requires Sacrifice

Objective: **Students will understand that parenting means sacrifice as well as rewards.**

> *Death and taxes and childbirth. There's never any convenient time for any of them.*
>
> — Margaret Mitchell

TEACHER PREPARATION:

List "Discussion Questions" on a large piece of newsprint or have a copy for each small group.

LECTURETTE:

While people are anticipating the birth of a baby, they often think of the personal fulfillment they will have from being a parent. It is fun to think about what the baby will look like, whether it is a boy or a girl. Dads often dream about playing ball with their sons. Mothers fantasize about having a baby to love and hold.

Having a baby can be a very fulfilling experience. It is magical and wonderful to be the creator of a new life.

But, it is also very stressful to be a parent! Parenting is, as we said before, a full-time job. The human infant is a very dependent being. It takes a very mature parent to be able to give and give without expecting anything in return. Each time we become a parent it adds stress to our life, because tending to a baby's needs is so demanding. Everyone in the family must change his or her own life to meet the needs of the new baby. And, we ultimately come to realize that we will be constantly changing our lives as our children grow and their needs change.

Today we are going to talk about some of the sacrifices we have to make when we become a parent.

ACTIVITY:

- Have students brainstorm sacrifices they would have to make to be a parent. Mark those that apply to all parents and those that apply just to teen parents. For example, dropping out of school might be one sacrifice.
- Next ask students to identify any *values, goals* and *factors* affecting those sacrifices.

- *We are going to read some case studies about teen parents. In each case the individuals are faced with making sacrifices because they are parents. As you read the case studies, think about how the sacrifices would affect the parents, the child, and maybe even society now and in the future.*
- After the students have read the case studies in the workbook on pages 131 and 132, divide them into small groups to discuss the case studies. You may want to assign each small group a case study in order to be sure that each case study is covered when you reconvene the large group for closure. If they complete the assigned case study, they may discuss others as time permits. They should use the *Discussion Guide* below which you will either give them or have posted.

DISCUSSION:

  - *What are the basic issues in each case? What sacrifice is being made or might have to be made?*
  - *If there is a conflict between characters, with whom do you agree and why?*
  - *In each case, what needs to be considered and/or discussed before a decision is made?*
  - *If you were in this situation, what would you do?*
- After the small groups discuss their assigned case study, reconvene the large group. Ask someone from each group to read their case study and report their answers.

ASSIGNMENT:

In your workbook on page 133, write a paragraph on how your life would change if you found out today that you were going to become a parent this year. In that paragraph, be sure to include:

- *how you would feel*
- *who you would talk with*
- *what you would do*
- *what sacrifices you would have to make*

LESSON FIVE—Financial Responsibility

Objective: Students will understand that one of the responsibilities of parenting is financial. They will become aware of the scope of financial responsibility as related to parenting.

> *It's hard for the modern generation to understand Thoreau who lived by a pond but didn't own water skis or a snorkel.*
>
> — Bill Vaughan

TEACHER PREPARATION:

Have newspaper ads, catalogs, brochures from day care centers, etc. that show costs related to having a child. Students should have been bringing in some of this information during the last several classes.

LECTURETTE:

One of the greatest considerations we are forced to look at when we have children is how to pay for all of the additional costs.

Jobs usually pay us. But, parenting is a job that costs a lot of money. So, instead of getting paid to do the job, we must do the job and pay and pay and pay–for a long time!

How many of you have heard your parents talk about how much it costs to live? Do you know how much your parents pay for housing, food, and clothing each month? Parents often feel the most pressured by finances. And, as children mature, the expense of fulfilling their needs usually increases and adds additional pressure. Parents often feel helpless because they cannot afford all of the things their children need and want.

Staying financially secure is a difficult task for most American families. There are many influences that we cannot control. Perhaps employment is jeopardized, or maybe a family has a difficult time staying ahead of inflation. Housing costs increase, food costs increase, clothing costs increase as our families increase and our children grow. Often the family income doesn't increase proportionately.

But, families who plan, are often more able to provide financial security for themselves and their children.

Today we are going to consider the cost of having a child.

DISCUSSION:

Have students look back at the lessons that involve managing time from Chapter Six, Lesson Five. Ask the following questions:

- *How would having a child change your time management?*
- *How does a person balance time for family, work, self?*
- *How much of a parent's time does a child require?*
- *How much work, both in and out of the home, does it take to support a child?*
- *How much of a parent's money does a child require?*

ACTIVITY:

- *Today we are going to consider the costs of having a child. First we'll look at expenses during the first year. We will also consider the kinds of expenses that a parent would incur as the child grows older.*
- *What do you think about the cost of raising children? What are some of the costs we will need to consider?*

Have the students brainstorm a list. Be sure the list includes but is not limited to the following:

- mother's medical expenses
- baby's medical expenses
- maternity wardrobe; baby's clothing
- diapers
- food
- equipment—car seat, stroller, bed, changing table, dresser/furniture
- baby care needs—lotion, soap, shampoo, bottles, spoons, dishes
- child care—5 days a week for 8 or 9 hours a day
- baby-sitters
- baby pictures
- toys

- Divide the students into small groups and have them work on a budget to determine the costs of having and raising a child for the first year. You may want to assign each group several items, or if time permits have each group work on all items.
- After the small groups have completed their work, reconvene the large group and have the small groups share their work. Compare and discuss similarities and differences.
- Next have students complete page 134 of their workbooks. This total will be used when students complete their personal budget in Chapter Eleven.

SUMMARY/KEY POINTS

- There are many things to consider before a person becomes a parent but certainly the financial responsibility of parenting is important. BABIES COST MONEY and continue to do so for many years. Parents are financially responsible for their children for at least eighteen years—until the children are legally adults.
- The financial responsibility for taking care of a child belongs to both parents—father and mother.
- The government estimates the cost of having a child is $474 a month (1993). Please note this cost in your workbook. (Teacher should keep this cost current.)

ASSIGNMENT:

Ask your parent or caretaker how much he/she thinks you cost a year. Multiply that number by your age. Are you surprised at the cost?

LESSON SIX—Child Growth and Development

Objective: **Students will understand that parents have a responsibility to help children they parent even before birth as they grow and develop.**

> *Let our children grow tall and some taller than others if they have it in them to do so.*
>
> — Margaret Thatcher

TEACHER PREPARATION:

Lesson Six is intended to give students an overview of Child Growth and Development and to help students understand the enormity of the task of parenting.

Lessons Seven to Eleven will deal with Child Growth and Development in greater depth. Some school districts will determine that Lesson Six is sufficient, others will include Lessons Seven to Eleven. Some of you may want to include more information than is given in Lesson Six but may want to consolidate the information in Chapters Seven to Eleven into a couple of classes. Regardless of your school district's choice, bring closure to the assignment given in Lesson Six at the beginning of the next class.

On the board or on newsprint, make a list of the Developmental Needs of a Child.

(See list on page 207.)

LECTURETTE:

If you want to send a fragile and valuable item through the mail, you will naturally take pains to make sure that it arrives at its destination in good shape. To prevent it from being damaged, you will put it in a sturdy container. Then you will pad the item properly to prevent if from moving about within the container and seal it to shield it against outside conditions and foreign substances. Finally, before entrusting it to mail delivery, you will write on it something like FRAGILE-HANDLE WITH CARE.

The developing human embryo (as it is called during the first eight weeks of pregnancy) or fetus (the name used from eight weeks until birth) in the body of the mother is certainly fragile. On the basis of our social and/or religious ideal, it must be considered extremely valuable. It has a long way to go during the nine months before it is born, and it requires very "special handling" indeed. Nature has done much to give the fetus the right kind of "packaging." There is a sturdy "container" in the form of the uterus. The "padding" is represented by the amniotic fluid that surrounds *the fetus and protects it against shock and damage. These arrangements are good but not foolproof. It is up to the mother and the people around her to take sensible precautions to make sure that at the end of the nine-month period the contents are delivered in good shape.**

Sometimes an infant isn't born in good shape. What are the specific factors or conditions that tend to prevent the safe delivery of a healthy infant? Sometimes things can go wrong that cannot be prevented such as genetic defects and some congenital defects. Many times, however, conditions exist which could be prevented such as:

- *Use of alcohol and other drugs*
- *Smoking*
- *Poor nutrition*
- *Poor prenatal care*
- *Infections including sexually-transmitted diseases*
- *Accidents*

Once a baby is born it is important to remember that it is a real live person, not a doll. Parents should be prepared to give, and give, and give, when very little is coming back.

Think back to the activity when we listened to the tape of the crying baby. You may want to refer to page 38 of your workbook to recall how you felt during that activity. It is important for parents to have realistic expectations of what having a baby is like before they make the decision to become parents.†

Studies of abusive parents have shown that many of them have very little tolerance for crying, yet all children are going to cry—some more than others. Crying is one of the very few ways babies have of expressing themselves when they are tired, cranky, hungry, uncomfortable and generally unhappy.

In the last class, we talked about the financial responsibility of parenting and the difficulty of balancing all aspects of a person's life when they are responsible for another human being. Many times the enormous stress of caring for a child (especially alone) is more than a new parent had anticipated.

Today we are going to discuss the realistic expectations of parental responsibility beginning with conception. It is a responsibility that begins early and lasts for many many years.

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* Sol Gordon & Mina Wollin. *Parenting*, (New York: Oxford Book Company, Inc., 1983) pp. 53-54.

† Sol Gordon & Mina Wollin. *Parenting*, (New York: Oxford Book Company, Inc., 1983)p. 120.

ACTIVITY:

This lesson may be completed by having a guest speaker talk on the following topics:

- Health
- Prenatal Care
- Low Birth Weight
- Substance Abuse
- Sequential Fetal Development and Birth
- Developmental Needs of a Child
    - Physical
    - Social
    - Emotional
    - Intellectual
    - Children with Special Needs

If you use a guest speaker, be sure you have discussed the presentation prior to the class and your administrator is aware of the speaker and the content of the presentation.

If you are not using a speaker, continue the activity after you give the lecturette:

- Parental responsibility begins with conception.
    - At this time show the last portion of "The Miracle of Life" or any video which shows sequential fetal development and birth.
    - If this video or a similar one is not available, have pictures or diagrams which show the sequential fetal development.
- It is important that students understand the correlation between prenatal care and healthy pregnancy to the development of the child conceived. This portion of the lesson should also include effects of alcohol and other drugs used during pregnancy.
- From the time a child enters the world, it has many needs. (You should already have the following list on the board.)

Developmental Needs of a Child

- Listed below are some examples that might come up during brainstorming:
    - **Physical**—Shelter, protection from harm, food, clothing
    - **Social**—Acceptance, recognition, need for respectful interaction
    - **Emotional/Psychological**—Affection, consistency, security, trust, appropriate expectations
    - **Intellectual**—An environment that provides stimulation for learning
    - **Children with Special Needs**—Require all of the above but also additional attention in order to provide those things.
- Divide the class into small groups and have them brainstorm the kinds of things growing children need under each category. If you feel this will be difficult for them, you may want to either keep them in a large group as you

go through these needs so that you can guide them or give them a few examples before you divide them into small groups.

- The purpose of this lesson is to help students understand the enormity of the task of being a parent. The actual information in each category is not as important as the overall concept that parenting is a big responsibility for many years.
- If you did divide the students into small groups, reconvene the large group for sharing. If you worked in a large group go directly to the summary.

SUMMARY/KEY POINTS

- Parental responsibility begins from the moment of conception for both male and female.
- Parenting is a full time 24-hour-a-day job for many years.
- Responsible parenting will assure that children are granted their rights. Refer back to "A Bill of Rights for Children."
- As we look at the "Bill of Rights" we can understand that to provide all of those things for our children is definitely an enormous responsibility.

ASSIGNMENT:

Based on our lesson today, complete page 135 of your workbook.

"I think being a responsible parent means. . . ." I will ask for volunteers to share their completed sentences during the next class.

LESSONS SEVEN TO ELEVEN—Stages of Development

Objective: **Students will understand that parents have a responsibility to help the children they parent as they grow and develop.**

> *Aerodynamically the bumble bee shouldn't be able to fly, but the bumble bee doesn't know it, so it goes on flying anyway.*
>
> — Mary Kay Ash

TEACHER PREPARATION:

During these lessons the students will make a collage, mural, or complete a bulletin board. Choose a project which will depict the many stages of child growth and development and the needs of a child during those years.

Each lesson will be essentially the same but will cover *one period* of development. If you consolidate these five lessons into fewer, it is suggested that you retain the visual above. The purpose of these lessons is to enable students to gain a general understanding of child growth and development but more importantly to reinforce the enormity of the task of parenting. We want students to understand that parenting requires many skills and is a great responsibility. It is not essential that students remember a great deal of information from each of these stages but rather that they realize the scope of parenting. The completed visual is impactful in that respect.

During the next five lessons we will cover the following topics (one during each lesson): *Infancy, Toddler, Preschool, Primary, Middle Years.*

For the activity below, the teacher should have the bulletin board or mural divided into sections prior to the class. Be sure to tell each group how much space it will be allowed to fill so it can select pictures or resources accordingly.

LECTURETTE:

The study of child development has become a science in modern-day society. It is possible to have nearly all the information one would need to raise a child from birth to high school graduation.

Knowing what to expect from your child is one of the primary keys to good parenting. Intelligent parents are parents who have educated themselves about each stage of development. It is always exciting to see your child demonstrating a new skill, whether it be the first step or the first word. Knowing when to expect these events helps you to gauge normal development. It also helps you to realize when something isn't quite normal with your child.

In this class we will learn about the five stages of early childhood development. They are infancy, toddler, preschool, primary and middle years.

Your textbook contains more detailed information about each stage, and I would like you to read that information as we conduct our activity.

ACTIVITY:

- After giving the lecturette, have the students read additional information in the textbook. If each student does not have a textbook, you can have them read loud as part of their group assignment.
- Divide the students into small groups to begin a discussion on the information they have just read and discuss the following questions:
  - *During this stage, what are the primary needs of a child?*
  - *What are the primary responsibilities of a parent?*
  - *How much time does the parent spend actually caring for the child and attending to its needs? Remember to include preparation time. If you list feeding, how long did it take to prepare the food? A nursing infant might take longer to feed and less preparation time; a middle-years child might take no time to feed (they should do it themselves) but a meal might take anywhere from a few minutes to several hours if you include the shopping, actual preparation and the cleanup.*
- Have the students record their answers and look through the pictures they have been collecting to find some which depict the age and the stage they are analyzing. Ask them to look for pictures that depict one or more of the primary needs of this stage.
- Next have the students write a summary of the Key Points they think a parent would need to know about this stage of child development.
- Reconvene the large group and have the small groups report their findings. As one member of the group reports the findings, another group member(s) could be placing their pictures on the bulletin board or mural if that is the format you are using.
- Bring closure to this class by having each group read their summary of Key Points about this stage of development.

SUMMARY/KEY POINTS

- Both mothers and fathers are responsible for the health and safety of their children as they grow and develop.
- Parenting is a role for which you can learn skills. A person should develop parenting skills BEFORE he/she becomes a parent.
- Many resources can assist with the roles that parents have with their children, but the ultimate responsibility rests with the parents regardless of their age!

ASSIGNMENT:

Have students complete the following sentence in their **Thoughts for Today**:

I think the most difficult role of being a parent of a(n) ________ (insert the stage you are studying that day) would be. . . .

Students should also complete the appropriate section of pages 136 through 138 of their workbooks.

LESSON TWELVE—Communication

Objective: Students will understand that good communication skills are essential parenting skills.

There's a period of life when we swallow a knowledge of ourselves and it becomes either good or sour inside.

— Pearl Bailey

TEACHER PREPARATION:

Review Chapter Six, Lessons One and Two and refer to these lessons as appropriate.

Begin the class by asking for students to volunteer to share their completed sentences from their assignments.

LECTURETTE:

Most relationship problems are caused by our inability to communicate effectively. Communication is the way we seek to be understood.

Some people become very competitive in their relationships. They communicate to win. Our desire to be "right" is often contrary to effective communication.

How would our lives be different if every person's communication goal was to understand rather than to win?

Listening is an important communication skill. If our goal is to reach understanding it is often more important to listen than it is to speak! Children who are listened-to feel valued. A child who feels valued from the day it is born will be more likely to have positive self-esteem. Valuing a child doesn't always mean that you are always in agreement. But a child will feel valued if he knows you understand what he is trying to say to you, even when you do disagree. A child will feel valued if you take the time to make sure he understands what you are trying to say.

When you are the parent,, it is your responsibility to have effective communication with your child. It is also your responsibility to teach your child to communicate effectively with you and with others. And, children must be taught to listen, too!

Today we are going to talk about communication and how it influences our relationships with our children.

ACTIVITY:

- Have students brainstorm the ways we communicate with children. (These will be he same as the ways we communicate in general; however, touch is one way that's not always mentioned. Appropriate touch is very important when communicating with children.)
- Divide the list into verbal and non-verbal.
- *Children begin very early to develop social skills. They can smile, coo, and gurgle. Their language skills develop from the earliest weeks of life by the reinforcement of sounds by the parents. Looking at our list of ways we communicate with children, let's think of some specific ways to communicate with an infant.* (sounds and touch)
- *What kinds of sounds might an infant respond to?*
- Ask students to turn to page 139 of their workbooks and write down the kinds of sounds (cooing, gurgling, humming, singing) a parent might make to communicate with an infant. Write down the kinds of touch (rocking, cuddling, supporting) we use with an infant.
- *As children grow and develop parents communicate with them in a variety of ways. It is important to begin early to communicate with children in a very consistent way. The sound or tone of our voice, our body language, as well as what we say (the actual words we say) have an impact upon the child.*
- Review "I Messages" from Chapter Six, Lesson One to begin discussion about verbal communication. Be sure to emphasize that it is not just what you say but how you say it that is important in communication.
- Ask for a volunteer to repeat the following message in three different ways. (You would want to discuss this with the "volunteer" ahead of time so the student would know what you expect). Ask the student to communicate (without giving away the instructions you spoke about privately) the following message to a two year old:
    - "Pick up your toys." (neutral voice)
    - "Pick up your toys."(harsh voice)
    - "Pick up your toys."(loving voice)
- *Were different tones of voice used? Gestures or body language? How do you think the child would feel? How do you think the child would respond?*
- *Reflective listening is a part of communication. Remember, we hear with our ears but we listen with our eyes. Eye contact is very important in communication—especially with children.*
- *Turn to pages 139 and 140 in your workbooks and read the case studies.*
- After the students have reviewed the case studies, divide the class into small groups and let them decide how they would respond in the situation. Ask for members of the small group to be ready to role play the scene and the solution they come up with.
- Reconvene the large group and have the small groups present their case studies as role plays.

- As the students watch the role plays ask them to listen for the tone of voice, and *body language* as well as the *verbal* responses.
- Discuss each role play using the following questions:
    - *Was the communication effective or ineffective and why?*
    - *Do you think the responses were realistic? If not, what do you think might have happened?*
    - *What tone of voice was used? What body language did you observe?*

SUMMARY/KEY POINTS

- Communication begins early, even before a baby is born.
- We communicate in a variety of ways. It is important to remember that *the way* we express ourselves is as important as the actual words we say.
- Each of us needs to hear positive affirmations—especially children. Positive affirmations beginning in infancy and continuing throughout one's lifetime help build positive self-esteem.
- Self-esteem is not taught—it's caught!

ASSIGNMENT:

Our next lesson will be about discipline and punishment which is, of course, dependent on effective communication.

- *Think about a time when you were disciplined in a positive way.*
- *What happened and how did you feel?*
- *Think about a time you were disciplined in a negative way.*
- *What happened and how did you feel?*

*In your **Thoughts for Today** write the most effective method of discipline—what works best for you and why?*

LESSON THIRTEEN—Discipline or Punishment

Objective: **Students will understand that discipline means to teach and punishment means to hurt or inflict harm.**

Without discipline, there is no life at all.

— Katherine Hepburn

TEACHER PREPARATION:

- On the board or newsprint, make a list of the **D**s as presented in this lesson.

LECTURETTE:

Today we are going to talk about discipline.

First, let's talk about this concept and what it means. From yesterday's assignment, can someone give me an example of discipline you have experienced from an adult?

As they share their examples, ask them how they felt at the time they experienced the discipline.

The concept of discipline and the concept of punishment are often confused. To punish is to inflict physical or emotional pain on another person in return for something they did. Punishment is usually harsh and it rarely succeeds. Although children might experience the pain of the punishment, the resulting feelings of the child are often anger and resentment. These feelings are rarely expressed because a child is afraid he or she might receive further punishment for speaking out. Sometimes these feelings of anger and resentment are suppressed for a long time and are then expressed later in life–that is why children who are abused and punished often become parents who abuse and punish.

Now let's talk about discipline. The root word for the word discipline is disciple which means to follow the teachings of a leader. It is usually effective when a child learns from the natural consequences of his or her behavior. For example, the family may have a value that everyone eats dinner together at a certain time every evening. When a child neglects to show up on time for dinner, the consequence might be that he or she will have to fix his or her own dinner. If this is a problem, the child will be more apt to be on time for future meals. If the parent gives in and fixes dinner for the child, it is unlikely that the child's behavior would change.

I would like to hear some of the reasons you think discipline and punishment are very different.

After the students give their ideas, make some of the following points:

Punishment. . . .

- *is controlling*
- *usually involves open or concealed anger*
- *is done to someone rather than with someone*
- *is usually met with resistance and rebellion*
- *reinforces failure*
- *breaks off involvement because options for the individual are closed*
- *is short-term*
- *seldom produces a sustained personal improvement because the individual does not feel any control over the situation or feel good or optimistic about the situation*

Discipline.....

- *teaches the behavior of responsibility*
- *is consistent*
- *is future oriented—we want to teach that a behavior is unacceptable so the behavior will change in the future*
- *is friendly and not done in anger*
- *is done with respect and the expectation of responsiveness*
- *is based on logical consequences and shared expectations about what can happen as a result of behavior choices*
- *empowers the individual to make changes in his/her behavior through a sense of responsible control over his/her own life*
- *requires effective communication*

In our last lesson we reviewed communication as it relates to children. In order to discipline effectively, one must carry that effective communication into the act of disciplining.

Who would like to share an effective disciplining strategy that works for them—how you prefer to be disciplined?

Here are some key things to remember when disciplining:

The "**D**s"

DIFFUSE anger:

One should remain firm—but fair. Disciplining when angry usually results in punishment.

In your workbook on page 141 list at least three ways you can think of to diffuse anger in situations that might require disciplining. Tell the students these might be some of the same things they do to diffuse anger in general. You may need to give the students a few examples.

- *Take a deep breath.*

- *Count to ten.*
- *Buy time—deal with the situation in few minutes or a few hours. Unless it is a matter of the child's or someone else's safety, it can wait at least a few minutes until you cool down.*
- *Use a distraction such as getting a drink of water—a person can't scream or hit when they are busy doing something else.*
- *Use "time out" for the child while you are "cooling" down.*

After the students have completed that section of their workbooks, have them share some of their ideas and discuss which ones they feel would work best for diffusing anger when disciplining a child and why.

The next "D" is for defining the problem. Tell students to read the problems listed on page 142 of their workbooks and to restate or define the problem as if they were talking to the child. Be sure they use "I messages." In real life situations, they would want to use reflective listening to hear the child's point of view.

DEFINE problem:

- *Use "I Messages" to state how you feel about the behavior and what you want to have happen.*
- *Use reflective listening to hear the child's point of view.*

The third "D" is to Discover alternatives:

- *Through effective communication, list acceptable alternatives to the behavior that is unacceptable.*
- *Treat the child with dignity and respect as you maintain your own dignity.*
- *List acceptable alternatives to the unacceptable behavior.*

Have students list a couple of alternatives to the behaviors listed in the workbook.

The fourth "D"— DECIDE on consequences:

- *These consequences should be structured, logical and make sense to the child.*
- *The objective should be to "teach" or "discipline" rather than to "punish."*
- *As you decide on the consequences, you should be considering: How are the consequences going to change behavior?*

Hopefully, by the last "D"—DELIVERing the results!

- The child should understand the following:
  - *What was the behavior that was unacceptable?*
  - *What could the child do differently in the future?*
  - *What could the parent do differently in the future?*
  - *What is the shared expectation? Do you both understand what is expected in the future?*
  - *Set the standards clearly so the child will know what to expect (consequences) if the behavior is repeated.*

After the students have completed the "Ds" in the workbook on pages 142 to 144, lead a discussion about each of the scenarios using the questions above.

SUMMARY/KEY POINTS

- The most successful method of teaching is through discipline rather than punishment.
- When standards are clearly set and all individuals involved have discussed those standards and their significance, then each person can accept responsibility for his/her behavior knowing what the consequences will be if problems arise.
- Effective disciplining requires *firmness* and *fairness* and *follow through*.
- Punishment is rigid, punitive and controlling and doesn't help a person take control and responsibility for his/her own behavior.
- Always deal with the behavior not the person. If a person behaves in a manner that is unacceptable—it is the behavior that is unacceptable—not the person!

ASSIGNMENT:

Think again of a time when you misbehaved. Were you punished or disciplined? How did you react? If you were punished, would discipline have been more effective? If you were disciplined, was it effective? Why or why not? Which would you prefer—to be punished or to be disciplined—and why?

LESSON FOURTEEN—Child Abuse and Neglect

Objective: **Students will understand that parental responsibility includes the responsibility for the safety and well being of the child and *neglect is illegal.* Discussion will reinforce the difference between discipline and child abuse.**

If our American way of life fails the child, it fails us all.
— Pearl S. Buck

LECTURETTE:

Yesterday we discussed some of the differences between discipline and punishment. Sometimes punishment might be considered abuse or perhaps neglect.

We talked about abuse victims who grow up to be abusers. Who can tell me how that happens?

Abuse is a cycle. An adult who abuses a child is expressing anger that is triggered by the child's behavior. But, often the feelings of anger go far beyond what the child has done. For example, a parent who was physically beaten as a child becomes angry at her son for hitting his sister. The parent hits her son repeatedly until the skin is broken. Her son's behavior may have triggered feelings of anger the mother suppressed when she was beaten as a child. So, when the mother hits the child, she is, on an unconscious level, striking back at the person who hurt her as a child.

It is difficult for a person to break an abuse cycle alone. If someone has been abused, either physically or emotionally, it would be wise for them to take a class or join a support group for abuse victims before having children.

Today we are going to participate in an activity called "You Be the Judge!" We are going to pretend we are all judges and we are going to have to decide, based on the facts given, whether we think the incident we review is Discipline, Punishment or Child Abuse or Neglect.

First begin by completing the activity on page 145 of your workbook.

ACTIVITY:

After the students have completed their workbooks, break them into small groups and have them review their answers with one another. Ask each group to chose one statement where there is disagreement between group members. If there is no disagreement, have them develop a statement in which there is disagreement. Have the group choose someone from the group to debate their point of view.

Reconvene the large group and have each small group debate the statement chosen.

The time allowed for debates will depend on the number of groups you have.

Use a timer to allow:

- opening statement from each viewpoint/s
- rebuttal to the opposing viewpoint/s by each
- a short closing statement by each

Be sure you point out if a law is being broken, if students do not mention it.

SUMMARY/KEY POINTS

- Parents have a responsibility for the safety and well being of their children.
- Child abuse and neglect are illegal.

ASSIGNMENT:

In your **Thoughts for Today** complete the following sentence:

"I believe parents are responsible for the safety and well being of their children. Some of the things I can do to insure that I will be a good parent BEFORE I become a parent are. . . ."

Turn back to page 128 of your workbooks and review the "Bill of Rights for Children."

CHAPTER NINE Personal Health

Objectives: **Students will learn to accept responsibility for personal health and wellness.**

Students will take personal responsibility for creating a safer world.

TEACHER PREPARATION:

During this chapter students will need to collect articles for class projects. Prepare a handout which lists the kinds of articles and materials you want them to find and bring to class.

These include:

- articles on teen health
- at least one article from a newspaper or magazine about violence in our society today
- at least one article about teen violence

Be sure to ask students to put their names on the articles they bring in.

Prepare several examples of health issues (See seat belt example below) that are appropriate for your class.

Prepare a color-coded (red-yellow-green, high-risk to no-risk) continuum on the board. The continuum should be colored green at the wellness or low-risk end, yellow in the middle for some risk, and red on the other end for high risk. Label the continuum accordingly.

The continuum should be long enough to go from one end of the board to the other. It should be several inches high and preferably laminated so that it could be used for several years. It will need to be permanent enough so that it can be left up during all of the Personal Health classes. Ideally, one end of the continuum will be dark green and will lighten from green to yellow (in the middle of the board) and then change from yellow to orange to red at the other end.

The teacher should physically move up and down the continuum as the concept of risk is explained.

Note: Refer back to Chapter Six, Lesson Nine, for the resource list of national and community agencies and hot lines. These information will be helpful in Lessons One and Three of this chapter.

LECTURETTE:

As we assess our personal health we must consider what is *wellness* *or good health. How do we protect and preserve our own good health? How do we care for those for whom we are responsible? We must consider things that might jeopardize our good health or what would be considered a "risk factor" against good health.*

For many of the lessons in Chapter Nine we will be looking at the Wellness/Risk to Health Continuum and assessing whether or not a behavior might help us insure good health or wellness or whether that behavior might jeopardize our good health and put us at risk for disease, injury, or a condition that is not in the best interest of our maintaining our good health.

For example, if a person wears a seat belt every time he/she gets into an automobile, that person would be minimizing the chances of injury if an accident occurred. However, if a person forgot once in a while, that would move him or her along the continuum toward more risk. If a person never used a seat belt, that would move him or her farther along the continuum toward risk.

The teacher should use several examples that are culturally and geographically relevant to the class in front of her/him at the time.

After giving the students a couple of examples by moving yourself to demonstrate the appropriate answer, give an example and ask the students to tell you where you should stand. This will help determine whether the students understand the Wellness/Risk to Health continuum.

Each of us has a responsibility to ourselves and those for whom we are responsible to maintain our health and to provide healthy choices for those in our care.

Note: In each of the following six lessons ask students to focus on whether or not any of the information would be different if a pregnancy were involved. If so, how?

LESSON ONE—Wellness and Risks

Objectives: **Students will understand that health and wellness are affected by many factors including nutrition, exercise, rest, preventive medicine (immunizations), and environmental issues.**

> *You cannot hope to build a better world without improving the individuals. To that end each of us must work for his own improvement, and at the same time share a responsibility for all humanity. . . to aid those to whom we think we can be the most useful.*
>
> — Marie Curie

TEACHER PREPARATION:

Review Chapter Six, Lesson Five, and refer students to review their plans as appropriate.

LECTURETTE:

We created a continuum to demonstrate high-to-low health risks. Today we are going to talk about how health and wellness are affected by many factors including nutrition, exercise, rest, immunizations and environmental issues.

We can influence our health in positive ways by making use of the resources and information available. The health industry is constantly researching the cause and effect of disease. They educate us about prevention practices which enable us to remain healthy and live long and happy lives.

For instance, medical research has proven that a person who exercises regularly has fewer health problems. That is why it is important to instill a value for physical fitness in our children at a very early age. Immunizations have practically wiped out serious childhood diseases which caused crippling side effects, and sometimes death in children.

Educated and conscientious parents protect their children by making sure they have regular check-ups. They have had their children immunized against disease. They make sure their children are eating healthy foods and getting plenty of exercise. They protect their children against exposure to *harmful air and other pollutants. They educate their children to take care of their bodies by practicing good dental and physical hygiene.*

EXAMPLES:

Never smoking or living in a smoke-free environment would put our children at no risk of lung cancer from smoke.

Smoking a cigarette once to have the experience, light smoking to heavy smoker.

Note: Once again, move along the continuum as you talk.

Wearing a seat belt every time you get in the car. Putting it on before the car starts, to occasional wear, to never wearing a seat belt.

A fast-food burger and fries every day, one burger once in a while, to eating a fresh fruit, fish and chicken and vegetable diet.

ACTIVITY:

- *In Chapter Six, Lesson Four, we talked about time management and developed a plan for a typical day. We completed that plan for a week and then reviewed how well we accomplished that plan.*
- *Today we are going to develop a plan for a typical day that involves issues related to health. Issues related to health may or may not be involved in every part of the day.*
- Divide the students into small groups and assign each group the task of developing a plan for the typical day in the life of a teen, a pregnant teen, a parenting teen, and a young child (infant or preschool).
- *This day should include nutrition (meal planning), exercise, rest, and any daily activities that are related to health. The food pyramid is pictured on page 146 in the students' workbook to assist you.*
- *Each of these individuals should address preventive medicine in at least one area (perhaps a dental appointment, a physical examination for sports participation, a doctor's appointment for immunization) on the day you plan and one environmental health issue (pollution, pesticides, asbestos, contaminated food or water, recycling).*
- Their information should be recorded on newsprint so it can be posted around the room for discussion questions.
- You may want to assign each group one or all of the above, depending upon time and the depth to which you want them to go.
- Assign different ages to the groups that plan for a young child so they can make comparisons.
- Reconvene the large group and have a person(s) from each small group share his or her ideas.

SUMMARY/KEY POINTS

- What ideas appear on everyone's typical day? (eating, rest, exercise)
- Which ideas are different?
- What were the differences between a teen, a pregnant teen and a parenting teen?
- What were some of the preventive health measures listed? Can we think of others?
- What were some of the environmental health issues? Do we have to think about any of those in our community?
- How did the ideas differ for various developmental stages of children?

In your **Thoughts for Today** *complete the following sentence: "If I were a parent some of my responsibilities for my child's health would be. . . ."*

ASSIGNMENT:

During the next four classes, we will develop a personal health maintenance plan. The activity for Lesson Four is to record this plan in your workbook on page 147. Today's activity was to develop a plan for a typical teen, teen parent, or child. Your assignment is all about you!! Research what your ideal weight should be for your height, how much exercise and rest you should be getting, and what kinds of adverse environmental health issues exist in our community and what, if anything, you can do about those issues; i.e., pollution—air, water, ground—toxic waste disposal and storage.

We used different age children in our activity today to help you become more aware of the role parents have in the responsibility for their children's health and well being. As a junior high/high school student, what role should your parent play in the responsibility for your health maintenance plan?

LESSON TWO—Addictions

Objectives: Students will become aware that they can influence risks and protection related to their health and well-being.

Through (my handicaps), I have found myself.
— Helen Keller

TEACHER PREPARATION:

Write some brief case studies that are age and culturally appropriate for the risks your students face. Examples: smoking, drinking, drugs, pregnancy and sexually-transmitted diseases, eating disorders.

In your area riding a motorcycle without a helmet may be a problem. Perhaps three-wheeling in the desert or rock climbing in the mountains without the proper equipment or safety precautions may be an activity you want to address.

Put the Discussion Questions on the board or newsprint.

Provide copies of the twelve steps if you want to have one available for each student.

LECTURETTE:

An addicted person has lost control of his or her life. Someone who is addicted has allowed need and desire to overrule his or her sense of responsibility. Many people who are addicts go to great lengths to feed their addictions, giving up relationships, jobs, and money. Worse yet are those people who actually break the law and injure others to get a "fix."

People can be addicted to substances, such as alcohol, drug or food. People can also be addicted to emotions such as "love" or "shame." Alcoholism alone costs this country many millions of dollars a year in the loss of job productivity and health care. Eating disorders are a form of addiction. Anorexia and bulimia are addictions which can lead to serious health problems and even death. They are equally as serious as drug and alcohol addictions.

Many addicts reach a point where they cannot help themselves. Without intervention they sometimes become fatal victims of a disease. Many people must participate in a clinical treatment program to get well. Others are able to manage their addiction by attending a twelve-step program or another support group. Twelve-step groups are available in every community. People who are recovering from addictions meet regularly to help support one *another. They practice abstinence from their addiction and they learn to be responsible for their behavior.*

It is very difficult to live with an addict. Addicts often spend money on their addiction that is needed for food, clothing, and other necessities. They are often unreliable and don't tend to their responsibilities as parents or employees. Often the spouses of addicts protect the addict by lying because they are afraid of losing income or prestige. There are support programs for spouses, children and parents of addicts also.

If you need help, or if you know someone who needs help, you can learn about twelve-step programs and other community resources by calling a local Alcoholics Anonymous representative or a representative of any twelve-step program. Their telephone number is in the yellow pages of your telephone book.

The original twelve-step program was developed to help individuals deal with the addiction of alcohol. This program relies heavily on a relationship with God or a higher power. Many programs have been adapted from this original program. If a person has a religion or a relationship with God or a higher power, he/she might want to learn more about the Alcoholics Anonymous program. If a person does not have that type relationship in his/her life, the person can still benefit from a twelve-step program.

The following information is for the teacher. If students are curious about the twelve-step program, the one below is a secular one and suitable for discussion in schools. It is listed here as a resource for you rather than a teaching activity.

This program utilizes the following twelve steps:

Step One: *Admit we are powerless over other people, random events and our own persistent negative behaviors, and that when we forget this, our lives become unmanageable.*

Principles: Insight, honesty

Step Two: *Come to believe that spiritual resources can provide power for our restoration and healing.*

Principles: Hope, faith

Step Three: *Make a decision to be open to spiritual energy as we take deliberate action for change in our lives.*

Principles: Decision, acceptance, action

Step Four: *Search honestly and deeply within ourselves to know the exact nature of our actions, thoughts and emotions.*

Principles: Self-examination, personal honesty, self-acceptance

Step Five: *Talk to another person about our exact nature.*

Principles: Trust, personal integrity

Step Six: *Be entirely ready to acknowledge our abiding strength and release our personal shortcomings.*

Principle: Willingness to change

Step Seven: *Work honestly, humbly and courageously to develop our assets and to release our personal shortcomings.*

Principles: Personal responsibility, involvement in change, courage, humility and self-discipline

Step Eight: *List all people we have harmed, including ourselves and be willing to make amends to them all. Be willing to forgive those who have harmed us.*

Principles: Compassion, personal honesty and accountability

Step Nine: *Whenever possible, we will carry our unconditional amends to those we have hurt, including ourselves, except when to do so would cause harm.*

Principles: Compassion, change, honesty and responsibility, forgiveness, and self-discipline

Step Ten: *Continue to monitor ourselves, to acknowledge our successes and quickly correct our lapses and errors.*

Principles: Perseverance, integrity

Step Eleven: *Increasingly engage spiritual energy and awareness to continue to grow in abiding strength and wisdom and enjoyment of life.*

Principles: Openness, connection to life and spiritual resources

Step Twelve: *Practice the principles of these Steps in all our affairs and carry the twelve-step message to others.*

*Principles: Commitment, self-discipline, service to others**

ACTIVITY:

- Divide the students into small groups and give each group a different case study. Have them read the case study and answer the questions below. Have them select a recorder to record their answers on newsprint to share their findings with the large group.
- Reconvene the large groups and have them report their findings.
- Have the students return to their small groups and write a case study that they feel is applicable to students their age in their school.

Note: Remind them *not* to use names of individuals in their class.

- Once they have written the case study, have them answer the questions below.
- Reconvene the large group and ask them to share their case studies and answers to the questions.

Note: As students are reporting, tally the problems they perceive by category; i.e., drinking, smoking, pregnancy, etc.

- Have the students focus on the results of your tally. If there are one or two problems which stand out as being prevalent, have the students use those problems for the plan they develop in their assignment.

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* Martha Cleveland, Ph. D. and G. Arlys. *The Alternative 12 Steps: A Secular Guide to Recovery,* (Deerfield Beach, FL: Health Communications, Inc.,1992).

DISCUSSION QUESTIONS:

- Where on the risk continuum are each of the characters in the case study?
- What are some steps they could take to reduce their risks?
- Where could the characters get help?
- Who specifically could they ask for help?

SUMMARY/KEY POINTS

- An addicted person is out of control.
- Addictions affect the lives of family members in a negative way.
- There is help available for addicts and family members.

ASSIGNMENT:

Develop a plan for reducing risks for students who are having a problem in one of the areas that you students perceive the greatest need here at our school. This plan should include some resources for individuals to help them deal with the problem you selected.

-OR-

Develop a personal plan to help you reduce risks that you perceive you might have in relationship to your own health. This plan should also include a resource list. It should include the name of at least one adult that you feel comfortable talking with about your personal health.

LESSON THREE—Communicable Diseases

Objective: **Students will understand the basic causes of illness and disease and the role of personal responsibility for disease prevention and control.**

> *If I didn't believe the answer could be found, I wouldn't be working on it.*
>
> — Dr. Florence Sabin

TEACHER PREPARATION AND MATERIALS NEEDED:

- Whistle and index cards or small pieces of paper
- Prepare index cards or papers as indicated below.
- Two signs made of posterboard with a heavy string attached so they can be worn like a necklace. One sign should read "HIV Positive." The second sign should read "Genital Warts."

As students come into the room, give them an index card or piece of paper. The cards or papers should be numbered consecutively so that if you have 25 students, there are numbers 1-25. If you have 30 students, there would be numbers 1-30. Put a "star" on the back of every third card or paper. Put an "A" on the back of several of the cards that are not marked with a "star".

Have as much information as possible for students about these issues. County health departments, HIV/AIDS organizations, hospitals, Red Cross, etc. are generous with information and brochures.

Before beginning the Lecturette, bring closure to the homework assignment by asking how many students completed their assignment. As time permits and as appropriate, ask for sharing. Remember that some of this information may be very personal so sharing should be voluntary.

LECTURETTE:

Each of us is responsible for protecting our bodies against disease. By practicing preventative health care, we can avoid contracting most communicable diseases. Who can give me the definition of a communicable disease?

(An illness or disease which is caught from contact with bacteria or virus. We often catch it when we come in contact with someone who has the illness or disease.)

What are some examples of communicable diseases?

One way to practice preventative health care is to immunize our bodies against disease whenever possible. For instance diseases such as polio, measles, smallpox can now be prevented when the body is immunized. Who can tell me what immunization means?

(To inject the disease or virus into the body in order to encourage the body to build antibodies which then develop an immunity)

There are communicable diseases for which we do not have an immunization available. What are some of these diseases?

(HIV, Sexually–Transmitted Diseases, etc.)

But, there are still ways to prevent getting them. When there is no immunization, we can use knowledge to keep our bodies safe. How can knowledge help us from contracting a communicable disease?

Today we are going to learn more about the cause of diseases and how to prevent getting them.

ACTIVITY:*

- Have students look at the causes of illness and disease listed in the workbook on page 148:
    - Heredity
    - Environment
    - Lifestyle
    - Germs
- Beside each category have students list one disease.
- Next to the disease they should indicate whether it is communicable or non-communicable.
- Review the risk/non-risk continuum. Next in the workbook, they should complete the high risk-no risk questionnaire.
- By reviewing their answers to the questionnaire instruct students to *privately:*
    - *Assess your own personal risk for wellness.*
    - *Think about your high-risk behaviors.*
    - *Think about how those behaviors might affect your personal health.*
- Students should not be asked to share the above information but rather use the risk questionnaire as an awareness tool.
- The students should state ways people can prevent diseases from developing: Examples: immunizations, good health habits, knowledge of risk factors. Be sure you phrase these questions in the third person.
    - *What can a person do who is at high risk for diseases? Have students brainstorm.*

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* Reprinted with permission from the HIV . . . Ask Me!! Project, Boys and Girls Clubs of Metropolitan Phoenix.

- *What are some of the communicable diseases teens are likely to get?*

- Students will probably include HIV/AIDS and STDs. If not, be sure you include them. The information given about prevention will depend upon the school district or agency position on sexuality education. We encourage you to use the information in its entirety. If unable to do so, the initial portion of the activity can be used to show how rapidly diseases spread. The abstinence information will be printed in italics.
- *HIV/AIDS and Sexually-Transmitted Diseases are communicable diseases that are quite prevalent among teenagers today. In fact, the only disease a teen is more likely to get is a common cold. The good news about these diseases is that they are preventable.*
- *The only 100% effective method for not contracting HIV or any other sexually-transmitted disease is abstinence—not engaging in risky sexual behaviors, or sharing needles for any purpose—drugs, tattoos, or ear piercing.*
- *Other methods of decreasing the spread of diseases include having a monogamous relationship (only one sexual partner) with both partners having been tested to make sure that neither has a sexually transmitted disease or limiting the number of sexual partners, and using a latex condom with spermicide correctly with each sexual contact.*
- *Remember, although these methods reduce risk, they are not 100% effective.*
- BEFORE THE ACTIVITY BEGINS YOU WILL HAVE PASSED OUT NUMBERED INDEX CARDS OR PAPERS (the same number of consecutively numbered cards as there are participants in the activity).
- **If you are teaching only the abstinence portion do not put a star or any symbol on the back of the cards.**
- On every third or every other card (depending on how much you want to cut down the numbers of infected individuals) put a star or some symbol on the back of the card.

BLOW WHISTLE.

Shake hands with one person, and start moving again.

BLOW WHISTLE.

Shake hands with one person and start moving again.

BLOW WHISTLE.

Shake hands with one person and return to your seats.

We all know that HIV and other sexually-transmitted diseases cannot be spread by shaking hands but for this activity only, we want you to pretend that shaking hands represented having unprotected sexual intercourse. Each of you has an index card.

Who has # ___? (Choose any number.) Please stand up. Look at the person and say, "We know that we can't tell if a person has HIV or any other STD by looking at them, but for this exercise we are going to pretend that_____ represents all those folks who are HIV positive. This does not mean that ____ has the virus but is just a symbol of those folks who do have the disease.

At this point, hang the sign that says "HIV Positive" around the neck of the student you have chosen.

Next ask who is holding card # ___ . (Again choose any number.) Once again we know that you can't tell a person has an STD by looking at them but we are going to pretend that _____ represents all of those individuals who have Genital Warts. Both HIV and Genital Warts as well as Herpes are viruses, are spread by sexual contact and have no cure. This means these three diseases are lifetime diseases. If you get one of them, you have it for the rest of your life. At this point, hang the sign that says "Genital Warts" around the neck of the student you have chosen. **Ask these two people to remain standing!**

Some of you are looking rather relieved that you don't have those diseases, but will those of you who shook hands, which remember represents unprotected sexual intercourse, with either _____ or _______ (Say the names of the first two people.) Please stand up?

Unless the first two individuals shook hands with some of the same people, six more individuals should stand up. If not, ask the first two who they shook hands with.

Look at those new standees and say, *"Sorry, there's a good chance that you too have HIV or Genital Warts." ALL OF YOU REMAIN STANDING! "OK, most of you who are sitting probably feel really safe and thankful, but will those of you who shook hands with any of these folks standing, please stand up and remain standing? Guess what! Yep! You too may have one or both these diseases. Now for the third and last time, is there anyone sitting who shook hands with even one of the people standing? Please stand and remain standing."*

Look around the room and see how many people potentially could be infected with the average of just three unprotected sexual contacts. Interesting, huh!! You may all sit down.

We can see from this demonstration that HIV and all STDs spread quickly through the HIGH RISK behavior of unprotected sexual intercourse. ***Remember, the only 100% effective method for not contracting HIV or any other sexually-transmitted disease is abstinence—not engaging in risky sexual behaviors or sharing needles for any purpose.***

At this point the teacher should refer to the HIGH RISK/LOW RISK /NO RISK continuum by physically walking from one end to the other talking about NO RISK being abstinence and HIGH RISK being unprotected sexual intercourse with multiple partners.

Ask the students to SILENTLY assess where they are on the continuum. *What is your own personal risk? It is extremely important that YOU THINK ABOUT IT before you engage in behaviors that might put you at risk for pregnancy or disease.*

Note: If your district or agency provides comprehensive education, continue the activity as follows: Remember the index cards used in this activity will have some of them marked with a star, or some symbol on the back.

If you are using any approved videos on HIV/AIDS this would be the appropriate time for viewing before you continue with the activity.

If you show the video, this lesson may take two class periods. It is not absolutely necessary, however, to show a video before continuing the activity.

We are going to repeat this activity using the same directions as before. You will once again get up and begin moving around the room. Remember, when I blow the whistle, stop and shake hands with someone. Before we do that, do any of you have "abstinence" written on the back of your card? Congratulations! You represent the people who have chosen "abstinence" and we know that "abstinence" is the only 100% effective method of disease and birth control. Because of that decision, you don't have to worry and can just watch the rest of the activity. OK, all of you who don't have an "A," please get up and start moving around the room.

BLOW WHISTLE.

Shake hands and move again. (Wait a few seconds.)

BLOW WHISTLE.

Shake hands and please move again. (Wait a few seconds).

BLOW WHISTLE.

You may now return to your seats. Were any of you a little reluctant to shake hands this time? Usually some people are. Remember, the one thing about this activity that is just like real life is that you can't tell whether a person is HIV positive or has an STD just by looking at them, so you never know!

OK. Who's got those diseases this time? (Call out two different card numbers. Be sure you don't call out numbers that have stars on the back. That is easy to determine. If you are only placing stars on every third card, don't call out multiples of three; i.e., three, six, nine, twelve, etc.)

Give them time to stand up and assign each of them a disease to represent.

You know the rules. Those of you who shook hands with either of these individuals, please stand up. Do any of you have a "star" on the back of your card/paper? Congratulations!! You were using a condom (hopefully a latex condom with a spermicide). Although condoms are not always 100% effective, they certainly make that sexual contact "safer"—not "safe." Because you were using that condom, you may not be infected so you may sit down.

OK, anyone shake hands with anyone still standing? Please stand. How about you? Anyone wearing a condom? Great! You may sit down.

One more time. Anyone shake hands with anyone still standing? Please stand. Anyone using a condom? Please sit down.

Once again, look around the room. Note how many fewer people are standing. You may all sit down.

HIV and STDs are everyone's problem. They are equal opportunity diseases. They don't discriminate. They don't care if a person is young or old, man or woman, rich or poor, black, brown, or white, straight or gay. If a person practices risky behaviors, it could happen to them!

If you are going to be sexually active, monogamous (one person) relationships with uninfected persons (Remember, you can't tell by looking at someone so that means both partners must be tested and remain monogamous or use condoms correctly every single time from the beginning of the sexual behavior to the very end.) can make sex "safer"—not safe.

Condoms are only as effective as the people who are using them. Human error or inconsistent use is the main reason condoms fail.

The only 100% effective method of protection is abstinence—not have sexual intercourse of any kind and not sharing needles for any purpose.

SUMMARY/KEY POINTS

- Many factors are involved in the cause and spread of diseases. Some diseases can be prevented and some cannot.
- As related to those diseases that can be prevented or controlled, each person is responsible for his/her own health and wellness and parents are responsible for the health and wellness of their children.
- Race, culture, and hereditary factors can impact disease susceptibility.
- Environmental influences can effect disease susceptibility.
- Fitness, diet, rest and other lifestyle issues can be related to disease.
- It is important to be aware of community resources that can assist in reducing risk behavior and disease.

ASSIGNMENT:

List at least three resources in our community that are available for teens in the area of health and well-being. These could be clinics, hot lines, informational sources, direct services. Beside each, list the services that source provides. We will compile all of the various resources to make a Community Resource List for Teens here. Part of your personal health plan will be access to information. Our Community Resource List for Teens will serve as your resource list for your plan.

LESSON FOUR—Personal Hygiene

Objectives: Students will be aware that personal hygiene is a lifelong process from birth to death that requires self-care after childhood.

Personal health and hygiene also include personal safety. They will understand that parents are responsible for the hygiene of their children until children are old enough to assume that responsibility.

> *. . .too many of our children get . . . exercise from climbing up the seats in the stadiums, or from walking across the room to turn on our television sets.*
>
> — John F. Kennedy

TEACHER PREPARATION:

Gather as much information as you can for the students to use as resources. Your county health department, local hospitals and doctors are good sources for up-to-date information. Your school nurse may already have all the information you need.

Include information about good personal hygiene and the dangers of self-abuse.

Note: You may want to arrange for a short lecture by someone from the public health clinic.

ACTIVITY:

- *Today we want to look back at Lessons One to Three in Chapter Nine and our assignments for those three lessons. We will use the information you learned to develop a personal health and hygiene plan.*
- *Let's begin by brainstorming all the items we think fall under the category of personal hygiene: hair, skin, nails, teeth, eyes, ears, clothes. We want to remember to include all of these items in our personal plans.*
- *Some of you may find it easier to work in a group because you feel OK sharing information. Others of you will prefer to work alone because this information is personal and you may not feel comfortable sharing. Either is perfectly all right.*

- Determine which students prefer to work alone and which ones prefer to work in groups by asking for a show of hands. Divide those who want to work in groups into groups of three to five students.
- Ask the students to turn to page 149 of their workbooks and begin working on their plans. Be sure to remind students who are working in groups that even though they are working in a group, their plan may be different from the plans created by other members of the group. It is a *personal* plan!
- Whether the students complete the plan before the end of class or finish it as a homework assignment, reconvene the large group for a summary before class is dismissed.

SUMMARY/KEY POINTS

- Parents are responsible for the personal hygiene of their children until they are able to assume that responsibility for themselves.
- Parents also have the responsibility of teaching children to accept the responsibility of good hygiene.
- One of the best ways to do this is by being a good role model—practicing good personal hygiene and refraining from any kind of self abuse.
- Many times individuals have not had good mentoring in personal and health and hygiene. Even if that is the case, it is never too late to adopt good health and hygiene habits.
- Ultimately each of us is responsible for our own actions and behaviors and for the care and well being of our bodies.

ASSIGNMENT:

To be completed as homework if not finished in class:

Using all the information from the previous classes, develop your personal plan for your health and hygiene maintenance. This plan should include nutrition, exercise, rest, preventive health care and daily, weekly, monthly, yearly personal health and hygiene.

Complete a self-contract to comply with your personal health and hygiene maintenance plan.

Remind students to bring in their article about teen violence if they have not already done so.

LESSON FIVE—Domestic Violence

Objective: Students will understand how violence influences their daily lives.

You cannot shake hands with a clenched fist.

— Golda Meir

TEACHER PREPARATION:

Collect articles about violence to to display on a bulletin board or make some type of collage. Have copies of the survey on violence for completion by the students in class.

Be prepared to use the information in the Lecturette in a way that you know will be effective with your students.

- Develop a game such as "Jeopardy."
- Relate the items to current events in the news.
- Give students a statement to read on an index card and have the student read the statement and tell how that statement applies to current events in their community.
- Prepare a bulletin board with each statement and an article or event that relates to that article.

It is not recommended that the information be just read to the students. It is important to use a method that makes the information relevant to the students in your class.

LECTURETTE:

*Violence permeates our society today and is considered a public health issue. One of the first steps in dealing with violence in our own lives is to examine how it affects us personally, our families, our school, our communities, and our nation. Consider the following information as compiled by Darryl Burnett, MPh, Health Educator, Project S.A.V.E., University of Maryland and Marcy Amos, Harlem Park Middle School Clinic, Baltimore, Maryland.**

Use any or all of the information below. Some classes will benefit from reviewing each statement. In other classes you will want to select a few for discussion.

More than 21,000 deaths per year are attributed to violence perpetrated by one person on another.

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* Project S.A.V.E.; Burnett, Darryl, MPh, Student Health Services, University of Maryland, Baltimore, Md. Also credited are each of the sources quoted in the paper.

Homicide is the 11th leading cause of death and the 4th leading cause of premature death.

Almost 300,000 people are hospitalized in the U.S. each year because of violence.

From 3 to 4 million women are battered by their spouses each year (perhaps as high as 8 million when you consider significant others).

Between 21–30% of all women in the U.S. are estimated to have been beaten by a partner at least once.

Domestic violence accounts for 30%–40% of female murder victims every year in this country, whereas only 10% of male victims are killed by their wives or partners.

Domestic violence is also responsible for an enormous rate of female suicide and suicide attempts: 50% of all black women and 25% of all white women.

At least 20% of adult women, 15% of college women and 12% of adolescent women have experienced sexual abuse or assault during their lifetime.

Violence is the leading cause of death among young black men, (15-34) whose homicide rates within extremely impoverished urban areas are as high as 142 per 100,000. The national average is 12.2 per 100,000. The lifetime risk of homicide is 1 in 28 for black males compared with 1 in 164 for white males.

Violence is the third leading cause of death for young Latina females (15-34).

As much as 5% of the elderly population is abused each year.

One woman in six reports being abused during pregnancy.

Every school day. . .

. . .at least 100,000 students tote guns to school.

. . .160,000 skip classes because they fear physical harm.

. . .40 are hurt or killed by firearms.

. . .6,500 teachers are threatened with bodily injury.

. . .260 are physically assaulted.

Teens are victims of violent crime (rape, robbery and assault) at twice the rate of the general population.

Handgun violence cost the U.S. economy $7.1 billion last year in medical care alone. In Washington, DC, violence costs the city $18 million a month.

80% of gunshot victims are uninsured.

Among teenagers 15-19 years of age and adults 20-24, 1 in every 4 deaths were by firearms.

24% of women report at least one life experience that meets the legal definition of rape and 31% report an experience of attempted rape.

A total of 44% of 246 inner city predominantly black youth (14-23) reported they could access a gun within one day; 42% have seen someone shot or knifed and 22% have seen someone killed.

It is estimated that by the time youngsters graduate from high school, many of them will have watched television 22,000 hours compared to only half that number of hours spent in school. By age eighteen, young people will have been exposed to as many as 18,000 televised murders and 800 suicides.

ACTIVITY:

- Ask for volunteers to share the articles they brought from the original assignment at the beginning of this chapter. You may want to categorize to have different types of examples: homicide, rape, child abuse, etc.
- Have the students complete the survey on pages 150 and 151 of their workbooks. Collect the workbooks to tally these surveys.
  NOTE: The survey as used in this curriculum is intended as an awareness-raising tool both for the student to focus on her/his feelings about violence and personal risk and for the school district's awareness of student perceptions about violence as it affects their lives.
- Have students brainstorm several concrete ideas for violence reduction in your school and neighborhood. This may either be done as a small or large group activity depending on the time available.

SUMMARY/KEY POINTS

- We all acknowledge that violence is a problem in our society.
- Awareness is the first step toward decreasing violence.
- Developing skills to help decrease violence is important for all of us.

ASSIGNMENT:

Your assignment is to think of ways to decrease your risk for violence in your personal lives and in our school and community. At the beginning of the next class, we will complete the chart on page 152 of the workbook. Select one of your ideas and be prepared to state at least one action step to enact or complete that idea.

Note: Have the students look at page 152 so they understand their assignments before you collect their workbooks to tally results of their surveys.

LESSON SIX—Personal Safety

Objective: **Students will understand that they can help insure their personal safety by recognizing situations that might jeopardize their safety, learning skills to protect themselves, and practicing assertive behaviors in relationship to their personal safety.**

> *Clouds and darkness surround us. . . and the day of triumph will surely come, when justice and truth will be vindicated. Our wrongs will be made right, and we will once more, taste the blessings of freedom.*
>
> — Mary Todd Lincoln

TEACHER PREPARATION:

Refer back to Lesson Six in Chapter One, for review of the "Cycle of Violence" and "Personal Space." Remind students of the information they learned about these topics as appropriate during the brainstorming activities in this lesson.

LECTURETTE:

One of the biggest problems in our society today is violence. We can't pick up a newspaper or listen to a television news broadcast without hearing about an act of violence.

Each of us needs to be cautious. And, each of us needs to know and practice assertive behaviors in order to reduce the risk of being harmed. We don't want to live in fear, but having the skills to protect ourselves against violence will improve our peace of mind.

First let's talk about some of the risks that exist for children and adults in today's society. Let's make a list. Who wants to start?

(Make a list of their ideas on the board or on newsprint.)

Now let's talk about some of the skills you need to stay safe.

(Make a second list of their ideas on the board or on newsprint.)

This list should include information to help determine risk assessment as related to personal safety including but not limited to:

- *Date rape*
- *Date violence–cycle of violence*

- *Sexual harassment*
- *Concept of "personal space"*
- *Concept of cycle of violence*
- *High-risk/low-risk continuum*
- *Determine ahead of time what type of situations might be high risk infringing on personal safety.*

ACTIVITY:

- Begin the class by having the students complete page 152 of the student workbook and then share their ideas for decreasing their personal risk for violence. Then have them share the action step to begin to enact that idea. As the students share their ideas, list them on the board. Next to each, write the skills that would be necessary to carry out their action step: Examples: communication, assertiveness, decision-making, refusal skills, personal responsibility.
- *Brainstorm the definitions for date rape, date violence, sexual harassment. Can both males and females be the victims of the above?*
- Have students complete the WHICH IS IT? activity on pages 153 and 154 of their workbook.

Note: Give the students the opportunity to add statements as appropriate for the types of behaviors that they see among their peers. There is space in their workbook for them to add at least one scenario. If they want that scenario discussed in class, they should copy it on a piece of paper and give to you. If the scenario is appropriate you could include it in the class discussion.

- Lead a discussion of this activity by following a similar format as the AGREE/DISAGREE activity.
- This is another place where you might want to add statements to make the activity age, gender, and culturally appropriate to the class in front of you. The activity may be conducted in one of following ways:
  - All students up and moving about the room
  - A few students actually moving from place to place and making comments and the rest of the students observing and then commenting "on comments." If all students go to the same place, ask the students who are seated if anyone disagrees with those standing or has an opposing viewpoint.
  - All students seated at their desks and raising different colored papers for DATE RAPE, DATE VIOLENCE, SEXUAL HARASSMENT, ACCEPTABLE BEHAVIOR or UNSURE. If you use the seated method, then you can balance comments by calling on someone from different groups if there is not consensus among the students.

This activity will probably work best if all students are not moving around the room for there will probably be more consensus than in the AGREE/DISAGREE activities, which will mean that most students will be trying to stand in the same place.

The directions for the activity are as follows: I am going to read some of the statements from your workbook and/or the ones you have turned in. You decide whether you think what was read constitutes Date Rape, Date Violence, Sexual Harassment, Acceptable Behavior, or you are Unsure.

If we determine that the scenario involves Date Rape, Date Violence, or Sexual Harassment, we will list the skills that an individual could use to avoid that type of situation.

The signs should be placed so that the students can easily move from place to place. If students are seated, obviously these signs would not be necessary. Be sure that you review the *ground rules* before you begin this activity for there may be some very strong opinions. With these issues there are right and wrong answers because we will be talking about some activities that are illegal.

SUMMARY AND KEY POINTS

- Each of us has a responsibility for our own personal safety. Many times our safety is not within our control but many times we can make a difference by recognizing and acting upon warning signals.
- Each of us has a right to our personal space and to have that space unviolated.
- We need to use the skills of communication and assertiveness to insure that those around us understand when we feel our personal space is being violated.
- If a person is a victim of *Date Rape, Date Violence,* or *Sexual Harassment,* that person needs to report it. These acts are illegal and the perpetrator needs to be prosecuted.
- Although people can make themselves less vulnerable to these crimes, Date Rape, Date Violence, and Sexual Harassment are never the victim's fault!

NOTES

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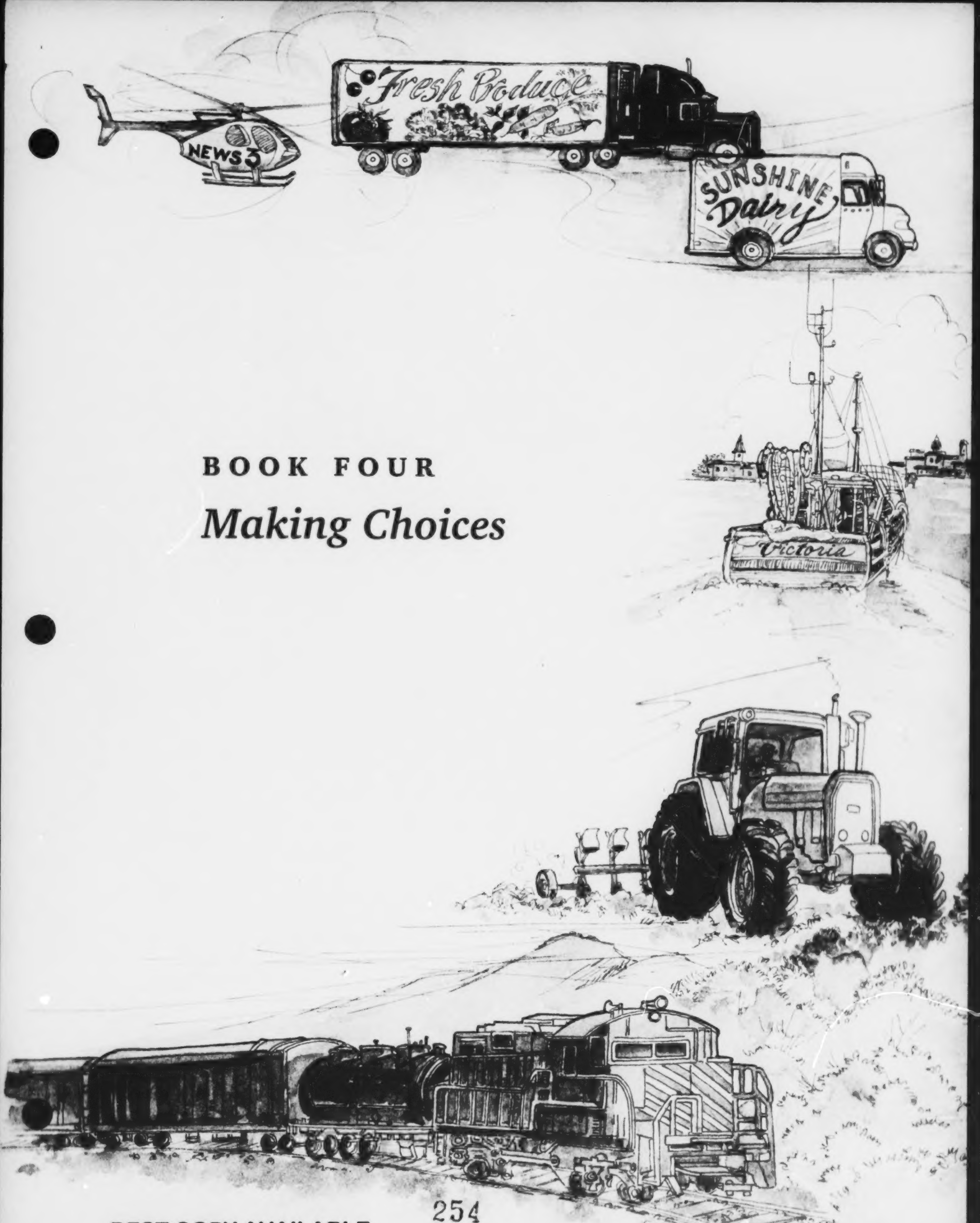
BOOK FOUR

Making Choices


NEWS 3
Fresh Produce
SUNSHINE Dairy
Victoria

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Book Four Overview

> *We pay a price when we deprive children of the exposure to the values, principles and education they need to make them good citizens.*
>
> — Sandra Day O'Connor

INTRODUCTION

As you begin Book Four, assign student the projects to be presented in Chapter Ten, Lesson Seven and Chapter Eleven, Lessons One and Two.

Topic for Chapter Ten, Lesson Seven is ***Training Opportunities for Careers*** with reports on

- Apprenticeships
- On-the-Job Training
- Mentoring or Shadowing
- Internships

Topic for Chapter Eleven, Lesson One is ***Economic Independence*** with reports on

- Insurance
- Credit
- Investments
- Bank Accounts (Checking and Savings)

The topic for Chapter Eleven, Lesson Two is ***Public Assistance*** with reports on

- Housing
- Health Care and
- Disaster Relief

Feel free to expand these lists as appropriate.

These assignments may be group or individual projects depending on size of class and teacher preference.

Have students include *costs* in their reports when appropriate. For instance, if a student is doing a report on Health Care, he or she should include the average costs of Health Care for a single person, a married couple, single person with children, and a family with children. The same would be true on topics such as housing and insurance. The students will record this information in their workbooks and will use it later in the budget exercise.

You could use the **FRIDAY FORUM** prior to beginning Book Four to start this assignment if you feel a week's preparation is enough. If you feel students need more than a week to prepare for this assignment, use the **FRIDAY FORUM** several weeks prior to these lessons. You could have the students work independently or in small groups or a combination of both. On the day you make this assignment, you will want to have some resources available in the classroom for them so you can get them started.

You may want to plan an *information fair* inviting individuals with information on these topics so that students would have access to that information. This is an excellent opportunity for students to gather information for their reports. They would then have a week to several weeks to complete the assignment. Make their assignments prior to the *information fair* so they will have an opportunity to focus on the information pertinent to their topic. Having the *information fair* first and letting them select their topics based on what they learned is an alternative method of assignment selection. Be sure students select a variety of topics.

The last two classes of BOOK FOUR deal with the budget exercises. The teacher completes an expanded sample budget which utilizes realistic options for housing, utilities, food, clothing, etc. so that as students work on their budgets the information is comparable to costs in their lives. The teacher and students should bring in newspapers and any additional information to help students prepare realistic budgets.

CHAPTER TEN Career Planning

Objectives: **Students will understand that both men and women work for pay for a long time and out of economic necessity.**

Students will learn the concepts that

- **career planning should begin early and**
- **many alternatives should be considered.**

They have the option of changing their minds as they develop new skills and learn about new opportunities.

> *If you give a person a fish, you feed her for a day. If you teach her to fish, you feed her for a lifetime.*
>
> — Source Unknown

LESSON ONE—Choosing a Career

Objectives: **Students will understand that choosing a career involves assessing one's skills and interests.**

Students will begin to explore their interests and aptitudes and be aware of how they could relate to future decisions about education and careers.

> *The journey of a thousand miles begins with one step.*
>
> — Lao Tse

TEACHER PREPARATION:

Prepare a sample of the INTEREST CATEGORY and CAREERS sections of page 156 of the workbook on a piece of newsprint or on the board.

LECTURETTE:

Have you ever thought about the kinds of things that are important to you that might make a difference in the career or job that you choose? For instance, if you like to travel, a job that involves traveling would probably be rewarding, but if you prefer to stay at home, then a career which involves travel might not be the best choice.

Many times we forget to look at our interests, values and skills as we begin to dream about and plan for our future careers.

It is important to know yourself and what is truly important to you. Assessing your values, interests and talents can help you decide which skills you currently possess that match your values and interests, which ones you need to improve, and which ones you need to develop. Each of us has values, interests, talents and skills. We just need to focus on what they are. We need to improve those we have. We need to know which ones we need to develop to help reach the future job or career we are dreaming about. Preparation for your future career has already begun. All of your life's experiences contribute to your learning and all of the things you learn and skills you develop will contribute to your earning potential and career selection.

From the day you were born you have been learning skills. If you were asked to make a list of your skills, where would you begin? Most of us underestimate our skills and abilities.

Take a look at your Skill Box. Look at the skills you have put into it since we began this class. Are you surprised at how many you have listed? You have many additional skills that are not listed here.

Every day we use skills from the time we get up in the morning until we retire at night. Not only do we use skills related to school or work but our leisure time involves the use of skills as well. Everything you know how to do is a potential job skill. Perhaps something you do quite naturally might be your best attribute in a certain job or profession. In planning for your future it is important to assess your skills as well as your interests and values. In Chapter Seven, Lesson Three, we assessed our interests and values. Today we are going to assess our skills.

Turn to pages 156-160 of your workbook. You will be completing the survey and tallying the results. Some of the items will have more than one check and some may have none. After you have finished, you will tally the number of checks in each category to assess your strengths.

Then list the three areas of your highest skills in the second column of page 161 of your workbook. You will recall that when we completed Lesson Three in Chapter Seven, you listed your three highest Interest Categories in the first column.

After you complete these first two columns, look at them carefully. You might discover that you scored high in "managing people" in the Interest Categories and "working with numbers" in the Skills Categories. That might indicate a good career choice for you would be a managerial position in the financial field. What if you scored high in "creativity" and "numbers?"

You might combine your mathematical aptitude to study engineering and your creativity to design bridges or airplanes.

ACTIVITY:

- Ask the students to turn to pages 156-160 of the workbook and complete the Skill Survey. They should tally the number of checks in each category and record their totals. **Be sure they refer back to page 114 after they have completed their surveys to record their INTERESTS in the first column.**
- Divide the students into pairs or small groups and have them work together to come up with as many careers as they can think of that would fall under each category.
- You may want to have the entire class brainstorm these lists from the beginning instead of working in small groups. If you do use small groups, reconvene the large group for sharing. Remember, the purpose is:
  - to create a sizable list under each category
  - to involve as many students as possible in that process
- *Look at your workbook where you tallied the results of your survey and determine the three categories in which you had the highest scores. Record these on the three lines in column #2 (Skill Categories) on page 161 in your workbook. You will remember that we recorded our Interest Categories when we completed Lesson Three in Chapter Seven.*
- *From the lists we have created under each category, choose the three careers which appeal to you the most and record them in the space provided in column #3. We will complete the rest of this activity during our next lessons.*
- *You should have nine different careers listed in column #3 on page 161 (unless you have duplicates). In your **Thoughts for Today** write what you think would be the best and the worst things about the nine careers you have listed.*
- If time permits, have students share some of the thoughts they had on the best and worst things about the careers they listed.

SUMMARY AND KEY POINTS

- It is important to assess your interests and skills in relationship to possible careers. Today we talked about skills and reviewed interests; we will be talking about education needed for the careers we chose and continue to explore skill development.
- It is also important to be open to new ideas and to learn as much as possible about many careers even if today you are absolutely sure you know what you want to do as a life's occupation.
- As you learn new skills, explore your interests and learn about careers, your ideas about careers may or may not change.
- Being open to new ideas is a skill in and of itself.

ASSIGNMENT:

Of the careers you have listed, choose one which you feel is the most interesting and write a paragraph explaining that career and why you chose it as the most interesting. This should be completed at the bottom of page 161.

DON'T FORGET TO PUT "BEING OPEN TO NEW IDEAS" IN YOUR SKILL BOX!

LESSON TWO—Non-traditional Career Opportunities

Objective: **Students will become aware of the opportunities for both females and males in non-traditional careers.**

> *In my younger days, when I was pained by the half-educated, loose and inaccurate ways women had, I used to say, 'How much women need exact science.' But since I have known some workers in science, I have now said, 'How much science needs women.'*
>
> — Maria Mitchell

TEACHER PREPARATION:

- Have the definition of a non-traditional career listed on the board or on newsprint.
- A non-traditional career by definition is a career in which 75 percent of the members of that career are of the opposite gender. Example: Nursing would be a non-traditional career for a male; race car driving would be a non-traditional career for a female.
- Review the information about non-traditional careers in the textbook and put a time line by decades on newsprint. This will chart the most prevalent non-traditional careers for women above the line and men below the line.

Write: "Female—Stand Up"
"Male—Sit Down"

ACTIVITY:

- Begin the class by saying:

I'm going to write four occupations on the board and I want you to answer with the first thought that comes into your mind. If it is female-stand up; if it is male-stay seated. Write them one at a time.

  - Bricklayer
  - Nursery school teacher
  - Ironworker
  - Librarian

- *What are some other careers or jobs that are considered "Men's Work" or "Women's Work"?* Write students' ideas on the board.

DISCUSSION:

- *Are there* really *any of these jobs that only "Men Can Do?" Are there jobs that only "Women Can Do?"*
- *Are there more or fewer on this list than the "Men's Work" and "Women's Work" list? Why do you think this is so?*
- Put the non-traditional time line up. Ask the students to discuss the following questions:
    - *How have events shaped the types of occupations in which women and men have historically been employed?*
    - *How do societal and personal values affect leading occupations for women? For men?*
    - *Do you think there will ever be 50 percent men and 50 percent women in all occupations? Why or why not?*
- Refer back to the riddle in Book One, Chapter One, Lesson Five.
- Read or have the students read the "Page Story," in the textbook. *What are the barriers that had to be overcome for girls to be allowed to be pages? Are there any other barriers you can think of which would impede a person's ability to choose or succeed in a non-traditional career?*
- Ask the students to turn to page 162 in their workbooks and look at the assignment from Chapter One, Lesson Five which they completed there. Have students share their reasons for selecting the individual they chose. *Were there any barriers that the person you chose had to overcome? What were they?*

SUMMARY/KEY POINTS

- Don't limit your thinking when it comes to careers.
- You may not choose a non-traditional career but it is important to explore all career opportunities so that you don't limit your options.

"EXPLORING ALL OPTIONS" IS A SKILL! PUT IT IN YOUR SKILL BOX!

LESSON THREE—Tech Prep and College Prep

Objective: **Students will begin to understand the similarities and differences in preparing for college and preparing for technical or vocational education.**

> *I think that education is power. . . . One of my main goals on the planet is to encourage people to empower themselves.*
>
> — Oprah Winfrey

TEACHER PREPARATION:

- If possible, arrange for a representative from several different educational programs to participate in a panel discussion. A panel discussion provides an excellent opportunity for the students to compare programs. If this is not possible, a high school counselor is another excellent resource to provide this information.
- If neither of the above options is possible, gather as much information as possible on local opportunities for community colleges, universities, and vocational or technical schools. The high school counselors should be able to provide some or all of this information even if they are unavailable for a classroom presentation.
- Be sure you have a list of requirements for entrance to all programs in your area.

LECTURETTE:

Now that we have had an opportunity to do some career exploration we are going to begin to think about what kind of educational preparation careers require. Some careers require college prep and some tech prep. Most of us have heard about a college prep program. We have learned that college programs require a strong academic background with an emphasis on math, science, English, and usually a foreign language. We will be looking at the specific requirements a little later. You may or may not be as familiar with a tech prep course of study.

What is tech prep education? Tech prep education is an alternative to the college prep course of study. It prepares the student for a highly skilled technical occupation that allows either direct entry into the work place as a qualified technician or continuation with further education leading to baccalaureate and advanced degrees. Tech prep is a 4-year sequence of study beginning in the 11th year of high school through 2 years of *post-secondary occupational education culminating in a certificate or associate degree.*

Why is an alternative to college prep needed? Rapid advances in technology and heightened global economic competition demand increased technical skill levels from youth entering the work force. Because many of our youth do not go on to college, the United States needs strategies beyond the boundaries of traditional schooling to provide them the knowledge and skills essential for building a world-class work force.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 is a catalyst for change in vocational-technical education. The purpose of the law is:

- *To make the U.S. more competitive in the world economy, and*
- *To develop a work force with the skills needed to work in a technologically advanced society. The Perkins Act responds to the changing complexities of the work place through tech prep education, a cornerstone of the new law.*

Who Is tech prep available for?

Tech prep is a program of study available to all students—college prep, vocational-technical, and especially general track. It is open to youth who are disadvantaged, minority, limited English proficient, or handicapped. It is for the school dropout. It is for both male and female youth interested in pursuing technical careers.

Technical schools specialize in preparing students for jobs after high school. Most technical schools offer a wide variety of programs from computerized accounting to welding. Many programs prepare students for high school graduation, or a GED program can help students earn their equivalency diploma while attending a technical school.

Regardless of whether you plan to go to college or prepare for a technical education, your high school diploma or equivalency is important. If your plans include community college or university education, you will want to prepare by completing a strong academic program in high school. Both females and males will want to participate in as many math and science courses as possible. Recommended requirements for graduation in our school district in preparation for college are as follows:

Note: Teachers will give local requirements here.

ACTIVITY:

- Proceed with a panel discussion, a presentation by a counselor or the following activity:
  - Have information available on the various schools in your area—technical/vocational, community colleges, and universities.

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* Tech-Prep, Office of Vocational and Adult Education, Division of Vocational-Technical Education Information Resource Center, U.S. Department of Education, Washington, DC.

  - Divide the students into groups and assign each group the task of reporting back on one school or type of school.
  - Have a large piece of newsprint available for each group.
- The groups should select a recorder and record the following information:
  - Name of the school or program
  - Location of school or program
  - Requirements for admission
  - Programs offered
  - Cost of programs and financial support available
  - Any information about this school or program they feel is pertinent
- Reconvene the large group and have the small groups report back their findings. If there is information they need and cannot find, assign the task of calling the school to one member of the group. If the school is not local, have a student contact a high school counselor to try to locate the information.
- Students should take notes about schools that interest them and record that information on page 163 in their workbooks.

ASSIGNMENT:

Go back to page 161 in your workbook and look at the nine careers you listed. Beside each one, list the type of education you would need to have if you chose that career.

"APPRECIATING EDUCATION" IS A SKILL!
PUT IT IN YOUR SKILL BOX!

SUMMARY/KEY POINTS

- Each of us has different interests and aptitudes. There are many career options available if we are open to new ideas and a variety of educational opportunities.
- Regardless of the educational or career path you choose, it is important to stay in school, attend regularly, and apply yourself.
- *Education* and *training* are the keys to being prepared for a fulfilling career. Each and every one of us has interests and skills that can provide the springboard to success.

LESSON FOUR—Financial Aid

Objective: **Students will have heightened awareness of ways to seek and find financial support for academic and job training.**

If you think education is expensive, try ignorance.

— Derek Bok

TEACHER PREPARATION:

Plan for a guest speaker from the Financial Aid Office of a local community college or university or a high school counselor who has such information available for students in your community.

If you have had a panel discussion in the previous class you can have each member of the panel address financial aid as part of that discussion and delete this lesson from the curriculum.

If, however, you have utilized the student activity instead of a panel discussion or guest speaker presentation, then you will want to cover this information. Many scholarships and grants go unused simply because no one applies for them. It is important for students to begin to plan early for financial assistance.

If it is impossible to schedule a guest speaker on this subject, gather as much information as possible for the students. You may want to include this topic under Economic Independence and assign it to a student(s) for a report in Chapter Eleven, Lesson One.

ASSIGNMENT:

Have students complete page 164 in their workbooks.

"KNOWING HOW TO USE RESOURCES" IS A SKILL!
PUT IT IN YOUR SKILL BOX!

LESSON FIVE—Job and College Readiness

Objective: Students will learn skills for preparing for job or college applications.

Our real problem is not our strength today; it is the vital necessity of action today to ensure our strength tomorrow.

— Dwight D. Eisenhower

LECTURETTE:

Every year more than one million new college graduates hit the pavement to look for their first job. Finding a good job is a job itself—and sometimes it requires a lot more than just filling out an application or writing a résumé.

Communication skills are becoming increasingly important to secure a job in most fields. It is also extremely important to learn all you can about the company or organization you are interested in. Of course, when you go for an interview, personal appearance is very important.

Applying for a job is a skill that can be learned. Applicants who are well prepared will have a better chance to land the job of their choice.

ACTIVITY:

We are going to talk today about skills we need to prepare for a job or college education. One very basic skill we must have is the ability to complete an application for college or for a job. That procedure requires that we assess and be able to document our skills on a written application. Let's go back to Lesson One and complete page 161 in our workbook.

- You may want to have students look back at the results of their Interest Survey again.
- YOU DEFINITELY WANT TO REMIND THE STUDENTS TO CHECK THEIR SKILL BOXES FOR THE SKILLS THEY HAVE BEEN ACCUMULATING!!
- Have the students complete the ***Skills I Currently Possess*** and ***Skills I Need to Acquire*** columns.

Note: Students may or may not know the skills they need for some careers. If this column is a struggle for them, have them complete it as a class or in small groups.

- *Next I want you to focus on other skills you have. Let's divide into small groups. Then I want each group to brainstorm a list of some of the general skills students your age possess.*

Note: You may want to have the entire class brainstorm these lists from the beginning instead of working in small groups. If you do use small groups, reconvene the large group for sharing. Remember, the purpose is:

  - to create a sizable list under each category and
  - to involve as many students as possible in that process.

- *From this list you can see that students your age have many skills. Now I want you to focus on your personal skills again.*
- *Complete the* ***Skills I Currently Possess*** *section of the workbook assignment. This will be helpful to use as a Skills Inventory when you complete applications or résumés.*
- This may be a personal exercise but if students have difficulty identifying skills, a class or small group discussion might be beneficial.
- *A résumé or an application is an opportunity for you to showcase your skills and talents. Remember this will be the first impression a future employee or admissions officer will have of you so you want to make sure it is a good one!*
- *Student résumés and applications will include activities in which you have participated, offices you have held, honors you have received, volunteer organizations as well as work experience.*
- *There are some basic rules to remember about résumés and applications:*
  - *For applications, follow directions.*
  - *Résumés should be one page in most circumstances and should begin with your most recent experience first.*
  - *Unless otherwise noted, type. If unable to do that print or write neatly with a black pen.* ***NEVER USE A PENCIL!***
  - *Focus on results and accomplishments.*
  - *Include your strongest or best qualities of character and skills.*
  - *Be consistent and concise.*
  - *Be honest.*
  - *Be ready to provide references. Be sure to ask your reference's permission to use his/her name.*
  - *If you are mailing a résumé or application, send a cover letter unless otherwise instructed.*
  - *Follow up by phone or mail to see if your résumé or application was received if you mail it.*
- Have the students turn to the sample résumé and the sample application on pages 165 and 167 in their workbooks and review them with the students.
- Either divide into small groups or work as a class to complete a sample résumé and application.

SUMMARY/KEY POINTS

- As we go through life the list called Skills I Currently Possess will increase because learning is a lifelong process. As we change careers and are open to new ideas and options, we will also add items to the Skills I Need to Acquire list.
- It is important to keep a skills inventory and experience list updated. Then you are always prepared if you need to fill out an application or submit a résumé quickly.
- Remember to include everything on your inventory. Sometimes the little things we do can be very important. You will not use every item from your inventory on every résumé or application. You will choose those applicable to the school or position for which you are applying.

ASSIGNMENT:

Have the students fill out the résumé and application on pages 166 and 168 in their workbooks. Even if they do not have a lot to put on the résumé or application, encourage them to complete it. Tell them that their information will increase as they participate in more activities and gain more experience.

"THE ABILITY TO ASSESS STRENGTHS AND WEAKNESSES" IS A SKILL!
PUT IT IN YOUR SKILL BOX!

LESSON SIX—Job Interviews

Objectives: **Students will learn about successful preparation for interviews.**

Students will recognize barriers to successful interviews.

Never turn down a job because you think it's too small, you don't know where it can lead.

— Julia Morgan

TEACHER PREPARATION:

Before this class select two students to work with you to demonstrate interviewing. Each student should be given a copy of the Sample Styles and Questions. It is helpful if you highlight each student's "part" so it is easy for him or her to recognize their role.

Set it up so that one student follows good techniques and one student follows poor techniques. (See Interview "Do's and Don'ts" and sample questions.)

Write the discussion questions below on a piece of newsprint.

LECTURETTE:

After the application or résumé has dazzled the Admissions Officer or the potential employer, it will probably be necessary to have a personal interview. This can be a frightening experience if you have had no preparation. What will you say? How will you act? What if you don't know the answers? How can you prepare? These are all very normal questions. During today's class we will learn some tips about interviewing and actually practicing that process. Interviewing is like any other skill. The more you practice the better you will become at being interviewed. So let's get started!!

I am going to ask for a volunteer to come up and be interviewed for a position I have open at XYZ company.

Note: Demonstrate "Poor Interviewing Skills" first.

Ask the students to comment on the interview using the following guide. Record their responses on the board or a piece of newsprint.

- *Do you think ________ will get the job?*
- *What things did he/she do or not do that influenced your decision?*

List under "Do's" or "Don'ts" on the board. Most of these will be "Don'ts."

Next ask your second volunteer to come up to be interviewed for a position at XYZ Company.

Once again ask the students to comment on the interview using the following guide. Record their responses on the board or a piece of newsprint.

- *Do you think ________ will get the job?*
- *What things did he/she do or not do that influenced your decision?*
- List under "Do's" or "Don'ts" on the board. Most of these will be "Do's."
- *If you were the employer, which one would you hire?*
- *Which one do you think would make the best employee? Why?*
- *You have mentioned some of the positive and negative things you observed during these sample interviews.*
- *What other things can we add to these lists?* Be sure this includes guidelines for appropriate dress.
- You may want to have the entire class brainstorm these lists from the beginning instead of working in small groups. If you do use small groups, reconvene the large group for sharing. Remember, the purpose is:
  - to create a sizable list under each category and
  - to involve as many students as possible in that process.
- After you have created the "Do's and Don'ts" lists, have the students work in pairs to practice the interview that you modeled. Give the students about three minutes to complete the interview.
- The questions and ideas for the interview are in their workbooks on pages 169 and 170. They should script out their responses before they begin their role plays.
- THEY SHOULD PRACTICE "A GOOD INTERVIEW"!
- Have the students switch roles and give them about three more minutes. Each student should have the opportunity to be the Interview-er and the Interview-ee.
- After they have completed their role plays, ask for a couple of pairs of volunteers to demonstrate their interviews.
- Process each one using these questions:
  - *Do you think ________ will get the job?*
  - *What things did he/she do or not do that influenced your decision?*
- If a student has a "poor" interview, give some suggestions and support and have the student repeat it so he or she leaves the activity with a positive experience.

SUMMARY/KEY POINTS

- Each of us will be interviewed many times for many different reasons: employment, college or educational placement, organizations, maybe even for the media.
- The *good interviewing techniques* we have practiced can be mastered. Barriers to employment can be overcome.
- Practice good interviewing techniques in front of a mirror, with friends and family, and in the classroom.
- Remember, the skill of being a good interview-ee is one that is invaluable to prepare for your future. Regardless of your ability to do a job well, you first have to get the job or position.
- The ability to present yourself well in an interview is a critical skill for many of your future endeavors.
- PRACTICE, PRACTICE, PRACTICE!

ASSIGNMENT:

- On pages 169 and 170 of your workbook, script out answers to the sample interview questions. You may have time to begin this in class.

PUT THIS "GOOD INTERVIEWING SKILL" IN YOUR SKILL BOX!

Sample Interview Styles and Questions:

Poor Interview-ee:	**Good Interview-ee:**
Rushes in late	On time and checks appearance
Sloppy appearance	Neat, tidy
Chewing gum	Smiling
Fidgets during interview	Interested throughout interview
Little or no eye contact	Good posture standing and seated
Appears to be bored	Firm handshake
Slouches in seat	Good eye contact

Good morning/afternoon, Mr./Ms. __________________ *!*

Poor Interview-ee should sit down now.

Good Interview-ee will wait until you say,

"Won't you please sit down?

I understand you are interested in a position at XYZ Company. Tell me about your qualifications for this position."

Poor Interview-ee should say something like, "Well, I really don't know. I just want a job 'cause my Dad told me I had to go to work."

Good Interview-ee should say something like, "I feel I am very qualified for the position because I am a hard worker, very conscientious, and take pride in a job well done. I know you are looking for a person you can count on and I'm that type person."

"Tell me about your work experience."

Poor Interview-ee: "Well, I really don't have any, but you have to start somewhere."

Good Interview-ee: "I have a great deal of experience. I began working at home at a very young age. My duties were always accomplished on time and many times I offered to do chores that were additional to my assigned duties. My next job was a paper route. I knew the importance of delivering the papers on time and in the exact place requested by the subscriber. My collections were prompt and accurate. During the past year I have worked at the hospital as a volunteer. I am proud of the fact that I have never missed an assigned shift."

"If I were to ask someone who knew you well what they thought was your best quality, what do you think they would say?"

Poor Interview-ee: "Golly, I never thought about that! I guess they would just say I'm a great guy/gal!"

Good Interview-ee: "I think most people who know me well would say that I am honest and loyal."

"Do you have any questions about our company or the position?"

Poor Interview-ee: "Naw, not really."

Good Interview-ee: "As a matter of fact, I do. I have recently read that XYZ Company is planning an expansion during the next two years. Will this expansion create new job opportunities, and if so will experience in the position for which I am interviewing be looked upon as favorable for those opportunities?"

"I appreciate your coming in for this interview. I will be making a decision within the next week."

Poor Interview-ee: Gets up to leave and as an afterthought says, "Thanks."

Good Interview-ee: Stands up, offers hand for handshake and says, "Thank you for the opportunity to meet with you. I believe XYZ Company offers exciting opportunities for someone my age. I think I would be an excellent candidate for your position and I look forward to hearing your decision." Then turns to walk out.

CHAPTER SEVEN, LESSON SEVEN
AND CHAPTER ELEVEN, LESSONS ONE AND TWO
will be used for student reports.

LESSON SEVEN—Training Opportunities for Careers

Objective: **Students will have an overview of a variety of job-training programs and techniques to achieve academic success.**

Luck is what happens when preparation meets opportunity.
— Elmer G. Leterman

LECTURETTE:

Many times people may be very excited about a career. They might spend a lot of time and money on an education for that career only to find when they begin a job in that field that they really don't like it - it wasn't what they thought it was going to be. Create opportunities for training or gathering information about a career before you actually embark on that course. Our reports today are going to be about some of the different methods available for hands-on career exploration.

Topics: *Apprenticeships*
On-The-Job Training
Mentoring
Shadowing
Internships

ASSIGNMENT:

- Have students complete pages 171 and 172 in their workbooks or as students give their reports. Note: This also provides an exercise in taking notes.

CHAPTER ELEVEN Dollars and Sense

Objective: **Students will understand that money management is a skill that can lead to financial security.**

LECTURETTE:

Your success in career planning, education and training for that career, and achieving your goal of a successful career is the first step toward economic independence. Just making money, however, won't guarantee financial security unless you learn the skill of money management. Our reports today are going to be about topics that can help you have economic independence after you have achieved a successful career.

LESSON ONE—Economic Independence

Objective: **Students will understand some elements necessary to retain economic independence after attaining a successful career.**

> *I am for lifting everyone off the social bottom. In fact, I am for doing away with the social bottom altogether.*
>
> — Clare Boothe Luce

Topics:

Insurance
Credit
Investments
Bank Accounts (Checking and Savings)

ASSIGNMENTS:

Have students complete page 173 in their workbooks or as students give their reports.

LESSON TWO—Public Assistance

Objective: **Students will become aware of the public assistance that is available to them.**

The key to security is public information.

— Margaret Chase Smith

LECTURETTE:

Many times circumstances arise that we can't control and even though we have planned carefully and worked hard we may need assistance. Personal tragedy, natural disasters such as hurricanes, floods, fires, and earthquakes can have a profound influence on the daily lives of thousands of people. Our reports today are going to be about topics called Public Assistance.

ASSIGNMENTS:

Have students complete page 174 in their workbook or as students give their reports.

LESSONS THREE AND FOUR—Budget

Objective: **To assist students in realizing the importance of developing a realistic budget and using that budget to guide their financial decisions.**

> *We all have the means to become prosperous. We have to find the balance between our wealth and our needs.*
>
> — Robert Bourassa

TEACHER PREPARATION:

- Look at the students' workbook, pages 176 and 177, and review the blank budget form. You will see that there are fifteen (15) major topics listed there. Prior to the classes on budgeting, the teacher should complete a budget for each of these topics. The figures used should be realistic for your community.
- The sample budget form lists only the first four of those fifteen items (housing, TV, telephone and food costs). Provide information to students for figuring these costs. Students will choose their expenses from your examples rather than researching each budget item. If you want students to research costs in these topics, you will have to allow more than two classes for this process.

Note: the *utilities* categories will be different based on which housing option the students are assigned or which one they choose. You should put a reasonable total for utilities beside each housing option and then students will divide that larger cost into the *utilities* categories.

Example: If you put $250 in the utilities category for the housing option they are working on, they will need to allocate that $250 into the appropriate categories on their classroom budget project and do the same when they begin to work on their personal "future family" budget on pages 176-177 in the workbook.

This sample budget should be copied for each student. You may want to put each budget item on a piece of newsprint so it can be posted for all students to see as you talk about each item. They will need to refer to the figures you have collected for them as they work on their group budget in class and also as they complete their personal budgets in their workbooks.

- If you provide the figures for several options in a completed (all fifteen items) sample budget, students should be able to complete the budget activity below in two class sessions—one session for expenses and one for income. Remember, some of these figures should have been gathered by the students as they did their research projects, i.e., health care costs, insurance, public housing, etc.

- It is suggested that you do the expenses first so students will have an idea of how much money they would need to earn in order to support a particular life style. Doing expenses first will help them understand how important it is to plan their important decisions, i.e., having children when they can afford to, and planning for a lucrative career.

If you feel strongly that students should know the amount of their income before they calculate their expenses, then reverse the order.

- List the family configurations on the board that you are going to assign to the small groups. This may be all of them if you have five groups.

EXAMPLE:

HOUSING: (All options have public transportation close by)

	RENTAL:	UTILITIES
One bedroom in run down crime-riddled, subsidized housing:		
Two bedroom in low-income but well-kept subsidized housing:		
One bedroom apartment in nice neighborhood, clean, well kept:		
Small two bedroom house with yard in a great neighborhood:		
Small three bedroom house with yard in fair neighborhood:		
Beautiful large home in outstanding neighborhood:		

	PURCHASE: *	UTILITIES
Small two bedroom house with yard in a great neighborhood:		
Small three bedroom house with yard in fair neighborhood:		
Beautiful large home in outstanding neighborhood:		
TOTAL HOUSING COSTS:		

*Include cost of taxes, insurance, mortgage interest, property maintenance.

TELEPHONE:
Basic service ______
Call Waiting ______
Voice Mail ______
Long distance ______
TOTAL ______

CABLE TV:
Basic service ______
Movie Channel ______
TOTAL ______

FOOD COSTS:

Adult per week: Low-cost budget meals ____________
Moderate menus ____________
Gourmet foods ____________
Monthly total (above cost X 4) ____________

Child per week: Low-cost budget meals ____________
Moderate menus ____________
Gourmet foods ____________
Monthly total (above cost X 4) ____________

TOTAL FOOD COSTS:
(# of adults X adult total + # of children X children total) ____________

Continue filling out a budget providing several options for the remaining eleven (11) topics in the blank budget in the student workbook (pages 176-177). You will want to have several options available for each category just as you have for housing and food. What you don't want to do is just have a single cost for each item. If you do, the students will not understand the concept of "making choices."

Students may not finish the *expense* section in the first class. If not, it can be completed in the next class because the income portion is not as time consuming as the expense portion.

LECTURETTE:

Our values often dictate our lifestyle. Our lifestyle often dictates our budget.

A budget is, therefore, a financial description of your lifestyle.

The amount of money you earn or have dictates how much you have to spend. But, it's how we use (or budget) our money that often makes the difference.

For instance, some people who earn substantial salaries spend all of their money every month.

Others who earn far less still manage to put a portion of their earnings into a savings or investment account.

The next two classes are devoted to the development of a budget.

ACTIVITY:

- Begin the activity by telling the students that you are going to have them look at the many options one might have as they begin to develop a budget.
- *We are going to begin our budgeting process with Expenses.*
- AS YOU REVIEW EACH SECTION OF THE EXPANDED SAMPLE BUDGET WHICH YOU PREPARED, YOU MAY WANT TO REFER BACK TO THINGS THEY LEARNED IN SOME OF THEIR STUDENT REPORTS.
- Remember, they should have gotten some information on health care, housing, insurance costs during their reports.
- *We are going to look at four different types of families. In a few minutes I will divide you into small groups and assign you a family size and structure. Your group will decide where this family will live, what kind of food they will eat, if they will have a phone and which telephone options they will have.*
- *As a group, you will complete a budget for* Your Family. *You will itemize the monthly expenses based on the information I have given you about costs in our community. You will then need to multiply that monthly total by 12 to determine the yearly expenses for your family.*
- *That figure will determine how much income your family needs in order to maintain the lifestyle you have selected. In our next class we will look at the salaries of various careers to find ones that could support this family.*
- *Here are our families.*

Family A:	Two parents/two children
Family B:	Single parent/one child
Family C:	Two adults/no children
Family D:	Single person/no children
Family E:	Two parents/two children/one grandparent

- As students work on this project, monitor their progress. If the students are having difficulty or if you anticipate they may have difficulty, you may want to use one of the family configurations and work through the whole process as a group. Then break them into groups and have the small groups complete one of the other four family configurations.
- When the small groups have completed their work, have each group report the yearly costs to support their families. If time permits you can have them report how they arrived at that figure.
- List the totals on the board as the students report and comment on the similarities and differences of the totals.

SUMMARY/KEY POINTS

- Budgeting is another skill and one that takes practice.
- Think about what would happen to this budget if something unexpected came up like one of those natural disasters we talked about or perhaps an unexpected illness which led to a person being unable to work.
- Budgets are meant to be guides to help us manage our money wisely and to live within our income.
- Tomorrow we will be looking at the *Income* section of the budget.

ASSIGNMENT:

- *Design your family. Pretend you are age 21 or 22 (you will have had the opportunity to graduate from college or tech prep).*
- *Will you be single, will you be married, have a family, be a single parent with one or more children?*
- *If you have children, be realistic about the education you will have by the age of 21. We learned that it is much more difficult for a teenage parent to stay in school and complete his or her education.*
- *Where will you live, what kind of transportation would you like to have?*
- *Using the expanded budget which we used in class today, complete the* Expense *portion of the sample budget on pages 176 and 177 of your workbook. Do this in pencil so that you can make changes if necessary.*
- *Be prepared to state how much yearly income you think "Your personal family" will need.*
- *Tomorrow we will look at careers which can support that budget.*
- *On page 175 of your workbook, list several occupations and the salaries for your area.*

Note: Once again, this assignment may be completed in the next class if time constraints force its carryover.

BUDGET CONTINUATION

TEACHER PREPARATION:

The teacher should have a current tax table for both federal and state taxes, FICA and any other possible deductions that would affect "take home pay."

LECTURETTE:

Today we are going to continue the budget process. How many of you came up with a figure for the annual expenses for Your Future Family?

(If students need more time to complete this, have them do it now.)

We have decided what our families' annual expenses will be. Next we have to decide how much income we will need to cover those expenses and support the lifestyle we have chosen.

Let's review some of the types of income a person might have. Turn to page 176 in your workbook and look at the items listed there under income.

Review those items, or if you feel your students are familiar with all of them you could just ask:

Does anyone have any questions about any of the items?

You want your students to understand all of those items so take enough time to be sure they do.

Today we are going to focus on the item take home pay. Does anyone know what that means?

After a few responses explain to the students all the items that must be deducted from the salary to establish the take home pay. It is important that the students have a clear understanding that the annual salary listed for the career or job cannot all be applied to the total expenses they established yesterday. Pick an average percentage of tax liability and have them multiply that percentage times their expenses to determine the Gross Annual Salary they will need.

Now that we have established the Gross Annual Salary each of us will need, let's do some career exploration and perhaps some budget readjustment.

ACTIVITY:

- You may have students work alone or divide them into small groups and have them look at the salaries they listed on page 175. Also refer students to page 24 in their workbooks for more information on occupations and current national average salaries.
- First they should look at the nine careers they listed on page 161.
- Do any of them generate the income they will need to support their lifestyle? If so, they should list the ones that do. If not, how do they feel knowing that?
- Would they like to consider other careers? Should they look at their budgeted expenses to see if they can make any changes there?
- **You may want to have those students whose expenses and income do not "match" form a group to discuss options and have the other students continue working. The number that have "no matches" will dictate the next step. If most students have matches, you can have them continue working while you work with those who don't have any. If most students don't have any matches, you can ask the whole class to participate in rethinking their budgets. They may want to think about additional career options. Those with the "matches" can assist by sharing what their "matches" are—this may give some of the students some ideas about adjusting their budgets or selecting a different career.**
- The next step will be to continue to discuss and work with the students until all students have established a budget in which their expenses and income "match." As students complete their budgets, they can assist others who are having trouble.
- Once all students have completed this process, discuss the budgeting process using the questions below:
  - *What are some of the good reasons for developing a budget?*
  - *How can you utilize the information you learned today?*
  - *How do you think this information might be beneficial in the future?*
  - *Was this process easier or harder than you anticipated and why?*

SUMMARY/KEY POINTS

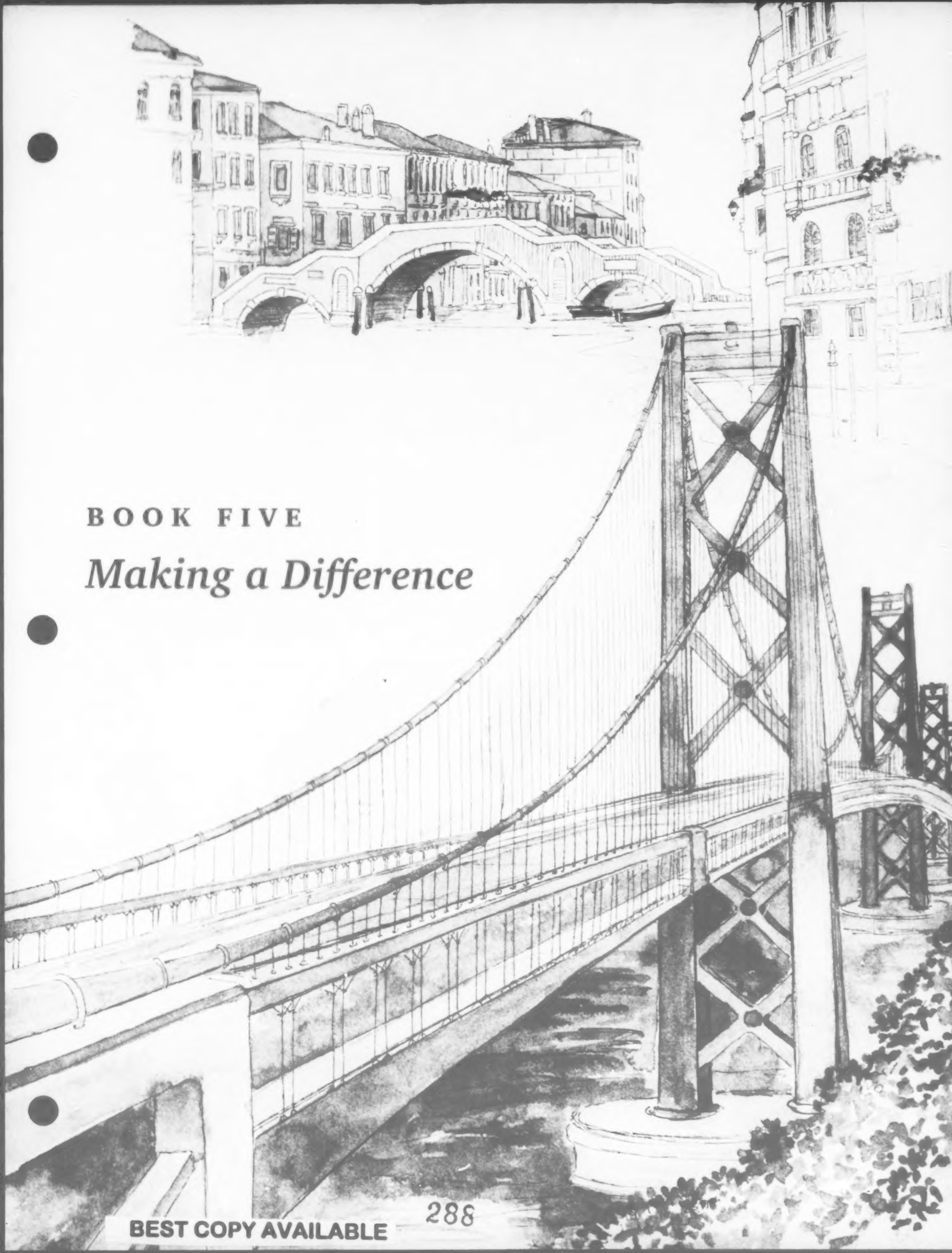
- It is important to understand that the lifestyle you choose must be supported by income to meet the expenses of that lifestyle.
- Look at the career(s) you chose to earn the necessary income. What do they have in common?
- You are preparing for those careers right now! The study habits you establish, the decisions you make, regular attendance in school, working to maintain your grades, and the skills you master will impact your future success.
- Learning to budget is a skill that can help assure your financial security. Many times people have financial difficulties because they can't manage their money even though they have a career and receive an adequate salary. Learning to budget will help you learn to manage money successfully.

PUT THE ABILITY TO BUDGET IN YOUR SKILL BOX!

NOTES

BOOK FIVE

Making a Difference



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CHAPTER TWELVE Social Action

There are two ways of spreading light; to be the candle, or the mirror that reflects it.

— Edith Wharton

INTRODUCTION

This course has been a personal journey—one designed to help you reach your potential, to harness your energies into positive actions to help you reach your life goals. The last few lessons will help us understand that as individuals and as a group, we can not only make a difference in our own lives but we can also make a difference in the world around us. We can make a difference by taking positive Social Action!

Sometimes "Making A Difference" can mean that one has to take a risk. Consider this:

TAKING RISKS...

- *To laugh is to risk appearing the fool.*
- *To weep is to risk appearing sentimental.*
- *To reach out to another is to risk involvement.*
- *To express feelings is to risk exposing your true self.*
- *To place ideas and dreams before a crowd is to risk their loss.*
- *To love is to risk being loved in return.*
- *To live is to risk dying.*
- *To hope is to risk despair.*
- *To try is to risk failure.*
- *But risks must be taken, because the greatest hazard in life is to risk nothing.*
- *People who ask nothing, do nothing, have nothing and are nothing.*
- *They may avoid suffering and sorrow, but they cannot learn, feel, change, grow, love, live.*
- *Chained by their attitudes, they are slaves.*
- *They have forfeited their freedom.*
- *Only the person who risks is free.*

— Anonymous

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Objective: **Students will learn that they are capable of creating change and solving real world problems by learning and applying time-tested techniques.**

LESSON ONE—Politics and Laws

Objective: **Students will understand the process of government and the development of laws.**

A silent majority and government by the people are incompatible.

— Tom Hayden

TEACHER PREPARATION:

If your students have social studies, perhaps you could work with the social studies teacher to be sure that students have covered how local and state governments function during their social studies classes **prior to this class**. If this is possible and your students are well grounded in the way government functions, you may delete this lesson and move on to "Choosing your Issue."

If the organization and function of government is new to your students, prepare organizational charts of your local and state governments and be prepared to briefly explain to the students how the local and state governments function. Be sure the terms *advocate* and *lobbyist* are defined and discussed. Be sure students understand the power of the *vote*. Even though your students cannot vote, you want them to understand the collective power citizens have.

You may want to invite a local official to this class to explain local government. You want your students to have a clear understanding of the government closest to them for that is where they can make the biggest difference. Once they understand the concept of how their county, township, or city government runs you can move on to state and national issues.

ACTIVITY:

- Using some of the ideas above, begin by insuring that students understand the basic functions of the local government and how laws are enacted.
- As soon as you feel your students have the basic understanding of their government, move on to "Choosing An Issue," how they can make a difference and "Taking Action". Be sure to provide the information below before moving on.

LECTURETTE:

It's impossible to watch television or read the newspaper without hearing something that upsets us.

Many people react to this information with a sense of helplessness. They complain about the government, complain about high taxes, complain about the negative state of things, but they do nothing!

Most people do not even vote, but in a democratic society, our vote is one way to exercise our power.

Another way to exercise our power in a democracy is through social action.

Grown-ups aren't the only ones who can make or change laws! Kids can form groups, inform the public and influence government decisions. It happens all the time! Kids have become effective lobbyists, too!

You can make a difference in the world, beginning now. Think about all that you have learned about yourself by taking this course. You have examined your values and you have thought about your future. Remember your magic carpet ride? Think again today about where you want to be when you grow up.

Now think about the way the world is today. What is it that you would like to change?

Each of us can do something every day to set the world straight. Let's begin by making a list of the issues that concern us.

ASSIGNMENT:

- *Complete page 180 in your workbook.*

LESSON TWO—Leadership

Objective: **Students will understand the concept of leadership: What makes a leader, leadership styles, and successful leadership techniques.**

> *Leadership: the art of getting someone else to do something you want done because he wants to do it.*
>
> — Dwight D. Eisenhower

TEACHER PREPARATION AND MATERIALS:

- 30-35 straws and 30-35 straight pins for each group of students.
- Six (6) index cards labeled as follows:
  2 - Autocratic or authoritarian
  2 - Democratic
  2 - *Laissez-faire* or free-rein

LECTURETTE:

Leadership means inspiring others to put time and energy toward achieving a particular goal. It is the ability to influence the behavior of another. It is the exercise of power. This power may come from many different aspects. The power of a leader such as a head of state may influence a large group of people and world events. A very small group of people such as a sports team can affect the outcome of a game.

There are three different leadership styles: the ways in which a leader uses power to direct others.

- *The first is an* ***autocratic*** *or* ***authoritarian*** *leader. This type of leader makes decisions without consulting or involving others. The autocratic leader has an idea in mind, communicates it to others, and requires them to implement it.*
- *The second type is a* ***democratic*** *leader. This type of leader involves other people in the decision-making process. This leader allows others to participate in setting goals and deciding methods for achieving those goals.*
- *The third type of leader is a* ***free-rein*** *or* ***laissez-faire*** *leader. This leader provides minimal direction and leaves most of the decisions to the group.*

- *How do you know which leadership style is the best? The best leadership style is one that adapts to the circumstances. As you have learned in earlier chapters, people have different learning styles, personalities, values, etc. Some leaders are simply unable to encourage or even allow others to participate in decision making. On the other hand, some followers do not have the ability or the desire to assume responsibility or take initiative. Furthermore, a particular situation or problem might determine which style will be most effective.*
- *Problems that require immediate solutions may have to be handled without consulting others. When there is less time pressure, there may be an opportunity to allow others to participate in the decision-making process to determine what works best.*
- *Today we are going to participate in an activity called "Building New Heights." This activity will give us an opportunity to think about and participate in different leadership styles.*

ACTIVITY:

- The teacher will choose six leaders and give each one of them one index card that has a leadership style written on it. (There will be two of each type of leader.) These "leaders" are not to tell anyone what leadership style they are representing.
- Next divide the class into six groups and assign one leader to each group.
- If the class is unusually large, you may want to use nine groups. Ideally, you want to have no more than five in a group, no less than three.
- Give each group an equal number of straws and straight pins (30-35 per group).
- Assign this problem to the group:
- *Whichever group can build the highest structure out of these straws and pins will determine the best leadership style for this project. You have 20 minutes to complete this project.*

DISCUSSION:

- *What leadership style did your leader use?*
- *How did the leader feel about this leadership style?*
- *How did the group feel about this leadership style?*
- *Which group worked best for this particular problem?*
- *What did your group find was the most challenging? Easiest?*
- *How much communication existed in your group? Were you able to reach your goals? If so, how? Did you reach consensus?*
- *What decisions were made (by the leader or the group) that affected you?*
- *What did the leaders say (didn't say) or do (didn't do) that motivated or unmotivated the group?*

- *Did the group stay focused on the task? If so, how?*
- *How did the group use or not use the time allotted efficiently?*
- *Did everyone participate? If not, why not?*

SHARE THE SAME GOALS AND VISION

As a leader, you can inspire and motivate others to invest the time and energy to achieve the same goals and vision. When individuals feel they are part of the goal-setting process, then they feel it is also part of their responsibility to achieve that goal.

FOCUS ON RESULTS, PROCESS AND RELATIONSHIP

One of the greatest challenges of leadership is balancing personalities, differences, values, etc. There are concerns about getting things done (results), the appropriate course of action (process) and the interaction and communication of the group (relationships). These are all important for effective leadership.

SEEK MAXIMUM PARTICIPATION

Individuals want to participate in making decisions that affect and involve them. Leaders need to decide who can best contribute and at what point in the process. Leaders have to also create an environment to encourage others to participate fully. They can do this by pointing out individual strengths and how they can help achieve the overall goal. The results will be a more cooperative working environment, increased commitment and higher levels of trust. Everyone should play an active role in achieving the desired goals!

LEADERS ARE ROLE-MODELS

What leaders say (don't say) or do (don't do) is noticed by others. The more encouragement and positive feedback a leader gives to an individual, publicly and privately, is contagious. Individuals who believe in their leader would most likely like to emulate that person.

HAVE AN ACTION PLAN

Great leaders work with others to develop alternative ways to produce the same results. This planning increases the odds that the goals will be achieved.

CELEBRATE A JOB WELL DONE!

Often leaders are so focused on achieving the goal, they forget to compliment the group. You can increase the self-esteem of individuals by taking the time to recognize and acknowledge good performance.

SUMMARY AND KEY POINTS

- Some of the qualities a leader must possess:
- BEING A GOOD COMMUNICATOR both through spoken and written information and using active listening techniques
- TAKING RESPONSIBILITY AND INITIATIVE for getting the job done but delegating and supporting team members
- INVOLVING OTHERS by providing motivation and encouragement

ASSIGNMENT:

- *In your* ***Thoughts for Today*** *complete this sentence: The type leader that I would most likely follow would be. . . .*
- *Turn to page 181 in your workbook and complete the assignment there.*
- *Each of us possesses some leadership skills. What are yours?*

PUT THOSE "LEADERSHIP SKILLS" IN YOUR SKILL BOX!

LESSON THREE—Choosing an Issue

Objective: **Students will decide which issues are important to them.**

Freedom is the sure possession of those alone who have the courage to defend it.

— Pericles

LECTURETTE:

The first step in making change and taking "Social Action" is to have a positive attitude–to believe that you can make a difference. The next is to choose your issue. Sometimes the issue chooses You! Issues might be things that are right in front of your nose. You could really make a difference for a lot of people if you took action and that action helps initiate change.

For instance, if there were no crosswalks in front of your school and kids were constantly jaywalking and putting themselves at risk of being hit by an automobile, initiating action to get a crosswalk would be an obvious issue on which to take action. Sometimes issues are not so obvious and we really have to think about which issues would be the most important for us to work on.

Since we, as a class, have not chosen an issue to work on, that will be our next step.

ACTIVITY:

- Tell them to think back to all our FRIDAY FORUMS and all the issues we have discussed in this class.
- Next tell the students that you are going to divide the students into small groups to discuss their ideas. Ask them to brainstorm ideas about their important issues and make a list. If your school has a requirement for community volunteerism, you may want to suggest that students keep this in mind as they develop their list.
- After a few minutes of brainstorming ask each person to select one idea from the list.
- Reconvene the large group's attention and ask students to share their issue. Be sure they stay seated in their small groups because they are going to have more work.

- **If there are issues presented that the teacher knows will be impossible to do anything about, now is the time to tell the students. Example: Maybe they have selected something that is against district policy or guidelines.**
- Once you are sure that each student has selected an issue, have each small group talk about those issues. Some of the things they can think about as they discuss the issues are:
  - Can the student realistically make a difference?
  - How could a person affect the greatest number of people with little or no cost?
  - What does the student need to learn about the issue?
  - On which issue would the student most like to make a commitment to work?

ASSIGNMENT:

After each student has selected a number one issue, reconvene the large group and tell the students to find facts about their issue before the next class.

Ask students to complete page 182 in their workbook before the next class.

Tell students they will be developing an action plan during the next class.

LESSON FOUR—Creating a Social Action Plan

OBJECTIVE: Students will learn to create a vision for the good of humanity.

> *Boldness has genius, power and magic in it.*
>
> — Goethe

TEACHER PREPARATION:

Before class, complete an ideal scene and commit to an action step of your own using an issue that is of concern to you. This will enable you to easily demonstrate to the class how the concept works and will assist you in seeing any blocks that may show up for the students. If you feel comfortable sharing your ideal scene, put it on newsprint and use it as an example for the class.

MATERIALS NEEDED:

Stamped postcards for each student (If you don't have money in your budget to purchase them, ask students to bring either a stamped postcard or envelope to class.)

LECTURETTE:

Whether you are a leader of a group, a class, or a country, having a vision is very important. You will need to be able to picture what the world will be like if you achieve your goals.

We introduced the idea of visioning several weeks ago when you participated in the magic carpet ride and then set goals for yourself. Today we are each going to create a vision for the good of humanity.

All the modern conveniences we use today were once a vision in someone's imagination. Dreaming or visioning is how past inventors and explorers achieved the ability to fly in airplanes and even have a man walk on the moon.

Even when other people are not ready to believe in your idea, there are two ways to move forward. First, trust your inner beliefs and hold on to your dream. Second, take concrete action steps one by one to begin to make your dream come true.

Leaders like Gandhi or Martin Luther King, knew that their vision for the world could only be realized if they continually took personal action, no matter how small each step seemed, in the direction that would make their vision a reality. Thousands followed their example and, because of them,

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the world is a different place. Name some other leaders that you think had a vision to change the world.

Wait for several responses.

Think about the issue that you chose to work on. This is something you would like to see resolved during your lifetime. Concentrate for just one moment and visualize what the world would look like if this goal was achieved. Picture as many specific details as you can. This is your ideal scene.

- *How does it feel?*
- *What are people saying?*
- *What is your life like now that this goal is achieved?*

Allow students several minutes for this process and leave adequate silence between the questions.

Now we are going to develop a tool which will assist us in bringing our dreams to reality. Turn to page 184 of your workbook.

On this page you will create a blueprint of your ideal scene. Write your name and what your ideal scene is for. A sample ideal scene is on page 183.

The circle that says I AM stands for you, having experienced your dream come true.

Think ahead six months or a year. Using the I AM as the beginning of each statement, draw spokes off of the circle and write specific active verbs and phrases that describe what you are doing in your ideal scene. You may want to look at the example on the previous page for ideas.

Refer to the example in the workbook or refer to your own ideal scene.

Allow yourself to dream. At least 50% of the spokes must be things that will realistically happen in the time frame, but then the other spokes can be "stretches." Place at least eight spokes on your wheel.

Allow students ten to twenty minutes for this part of the exercise. It is good to play soft music while the students are thinking and writing.

After the students have completed their ideal scene, divide them into dyads.

I would like you to share your ideal scene with your buddy. Decide who will go first. You have three minutes to describe your ideal scene and your buddy will listen for the ideas and the vision without interruption. Then you will switch roles and you will repeat the exercise.

Be sure you call time at the end of each three minute exercise.

Again review what you wrote on your ideal scene spokes. Choose one and find a specific action step you can take within the next week. Use examples from your own scene or the example in the book. *Now turn to your buddy and describe what step you are planning to take. Your buddy will ask the question, "Are you willing to commit to doing this?" If the answer is yes, then the partner can write a commitment statement on page*

186 in the workbook. Examples are on page 185 in the workbook. Both "buddies" should write a commitment statement.

DISCUSSION:

- *What are some of the ideal scenes you have developed?*
- *What action steps will you be taking?*

IN-CLASS ASSIGNMENT:

- Have each student address a postcard to themselves.
- Have them list at least three steps they will take within the next six months.
- Collect the postcards and tell them you will mail them in six months, when they receive the postcard they will realize whether they have completed the three steps.

SUMMARY/KEY POINTS

- Each and every one of us can make a difference.
- Creating visions for change is the first step in making a difference.
- Taking personal action steps toward your goal with conviction and commitment turns dreams into reality.
- During the past semester you have developed many skills which will help you as you are **MAKING CHOICES** in your lives. One of those skills is certainly believing that you can be a part of positive action for a better school, community and world.
- Even though our class is ending, you will continue to use the skills you have learned and to develop new skills that you will use throughout your lifetime.
- It is my hope that this class is just the beginning of your skill building which will help your life's voyage be healthy, happy and successful.

NOTES

Appendix

GLOSSARY

action steps — things one must do to accomplish a goal. Usually these things follow a plan and are done in small increments.

adolescent development — the physical, emotional and mental growth of children from puberty to maturation

adversity — misfortune, trouble, bad luck, evil, ruin

aggressive — pushing yourself and your views on others without respect for their feelings or interests

aggressive behavior — conduct which is overbearing, selfish and disrespectful of others' feelings

anonymous Question Can — a container into which slips of paper with written questions needing answers may be put. The author of the questions is not known and is, therefore, anonymous.

assertive — standing up for yourself, acting in your own best interest but with regard for others' feelings

assertive behavior — conduct which promotes directness and firmness but is respectful of others

brainstorming — an exercise in which ideas related to a particular subject can be expressed aloud quickly without criticism or comment.

breadwinners — usually men who work to support their families. Many women hold jobs which support their families, too.

commitment — an agreement or a pledge to do something, a contract with oneself or another to act in a certain way

communication — the ability to exchange information and express feelings

congruency — the quality or state of agreeing or coinciding. In Chapter 7 congruency has to do with the need for students to have values which are reflected in their behaviors.

cultural diversity — differences in ethnic backgrounds

cycle of violence — both parties in a domestic or date relationship contribute to a circle of aggressive acts; one party is violent but apologizes and the other forgives. This scenario is repeated over and over resulting in severe violence or intervention by law enforcement.

diversity — difference or variety

domestic violence — aggressive action between a husband and wife or between two people living together

dream or vision — a picture of what one hopes to accomplish

dyads — the pairing of students to share information and stimulate the sharing of personal opinions and ideas

economic discrimination — prejudice expressed in an economic way. Many women do not receive as much pay as men do for the same work. This is economic discrimination.

economic inequities — unequal treatment of men and women in the job market. This may relate to salary, job description, advancement, etc.

expectations — hopes and desires people have for themselves or others; for example, parents expect their children to do certain things and think certain ways.

fishbowling — an activity in which a group of 6 or less sits in a circle and discusses an issue while the rest of the class watches and listens

flexibility — the ability to compromise or change

Friday Forum — the name given a weekly event, in this case occurring on Friday. That time is reserved for a panel discussion, or the screening of a movie, or working on class projects.

gender — the sexual description of a person; male or female

gender bias — a prejudice or inclination toward one sex or another, often based on nothing more than tradition and hearsay

gender equity — equality for males and females

gender exploitation — Advertising and media frequently use gender (beautiful models or muscular, handsome men) to promote a particular product or viewpoint.

glass ceiling — a metaphor which depicts an invisible barrier or level of employment beyond which many career women have been unable to advance because of undefined societal or organizational limits

ground rules — Ground rules are the conditions or rules under which or by which a game is played an event is conducted.

honesty — truthfulness

hygiene plan — steps one intends to follow to maintain good personal health

intervention — interference, interaction, involvement. Law enforcement officials intervene or become involved when a law is violated. Drug users may need medical intervention services when they decide to stop using drugs.

knowledge — the retention of information by the brain. The information is acquired through education and experience.

large group — more than 7 people gathered together; possibly a description of the entire class

learning continuum — a progression or sequence of information to be understood or assimilated

learning objectives — goals to be reached by learning. Doing a particular exercise will help the student reach a goal or objective.

learning styles — People learn in different ways, and some ways work better for one person than another. Some people are "visual" learners; they learn best if they see or read something. Some are "audio" learners; they learn best when they hear something. Some people need quiet surroundings in which to learn; others believe they must have music playing to learn.

Lecturette — a short lecture

masculine and feminine labels — the association of a particular gender with a role, skill, job, etc.

media message — information about gender that we receive from various media sources

non-traditional career — a career or job field in which 75% or more of the participants are of the opposite gender. Nursing is a non-traditional career for males; race car driving is non-traditional for females.

non-verbal language — Verbal language is transmitted through words; non-verbal can apply to all other ways of making something known. Body language is non-verbal; walking stoop-shouldered with one's head down transmits the idea that the person is unhappy, for example. Kicking furniture conveys the idea that the person is in a bad mood.

passive — taking no action in order to avoid conflict; allowing others to make decisions for you

passive behavior — acceptance of others' response to us or treatment of us without resistance or disagreement, in order to avoid conflict

patience — perseverance, the ability to endure; one of the three "Ps" for conflict resolution

peer pressure — the influence people of our same age or interest group have on us

perseverance — persistence, constancy, steadiness, tenacity of purpose; one of the three "Ps" for conflict resolution

personal energy — hard work, the capacity to set a goal and accomplish it

personal hygiene — one's plan for maintaining one's good health; proper self-care

personal integrity — adherence to one's values; conviction

personal safety — the protection of oneself; one's own feeling of security

personal space — an area around us upon which others should not encroach. Our bodies are our personal space in a sense.

physical maturation — the growth of the body from that of a child to that of an adult, and the various changes associated with that growth

practice — doing something over and over to learn it; one of the three "Ps" for conflict resolution

prejudice — discrimination not based on fact; preconceived ideas about someone or something that are not based on fact

recorder — The "recorder" is the person in a group assigned to write down or record the information discussed by the group and present it in a coherent form at the selected time to the larger group.

reinforcers — Certain behaviors when repeatedly rewarded become habits. These behaviors are called "reinforcers" because they make people believe that the behavior being rewarded is correct and the only appropriate one for them.

relationship rights — Partners to a relationship have certain expectations of each other, certain ground rules regarding the relationship which do not necessarily apply to any other relationships.

responsibility — accountability; obligation, dependability

role model — a person worthy of being imitated or a person who is an outstanding example of something

self-awareness — knowledge of oneself and one's capabilities, interests, values, etc.

self-contract — a pact with oneself to act in a certain way

self-discipline — control of oneself; one's ability to govern oneself in a proper and moral way

self-esteem — one's feelings about oneself, usually positive. If one likes oneself and feels good about oneself, one has 'high' self-esteem. If one feels bad about oneself, one has 'low' self-esteem.

self-image — the picture, idea or assessment one has of oneself

sex-role stereotyping — males and females scripted to preconceived positions based on tradition and hearsay. For example, athletes were almost always men. We now know that women can be athletic and competitive too if given the chance. Pink used to be a color associated only with females and blue with males, but there is no valid reason why males cannot wear pink and females blue.

sexual harassment — any kind of uncalled for expression especially related to sex which causes embarrassment or pain to the receiver of the harassment. Typically, harassment situations occur between a male and a female; the form of harassment can be verbal or non-verbal (a look, gesture or touch).

Skill Box — a container in which the students are asked to put slips of paper each with a different skill they possess written on them

skills — talents or abilities we were born with or have learned that are useful in accomplishing goals

small groups — gatherings of less than 7 people

social action — undertaking steps to accomplish a goal which contributes to the good of the majority of the people

success — the accomplishment of a goal

triads — trios; groups of three for purposes of discussion

trust — belief, faith, confidence in someone or something, reliance on someone or something

universal value — a belief or principle most people subscribe to. For example, most people believe "Thou shalt not kill."

validate — a verb meaning to acknowledge or give belief to

values — a set of beliefs and principles which guides our behaviors

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Anti-Defamation League
A WORLD OF DIFFERENCE Institute
823 United Nations Plaza
New York, NY 10017

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FRIDAY FORUM

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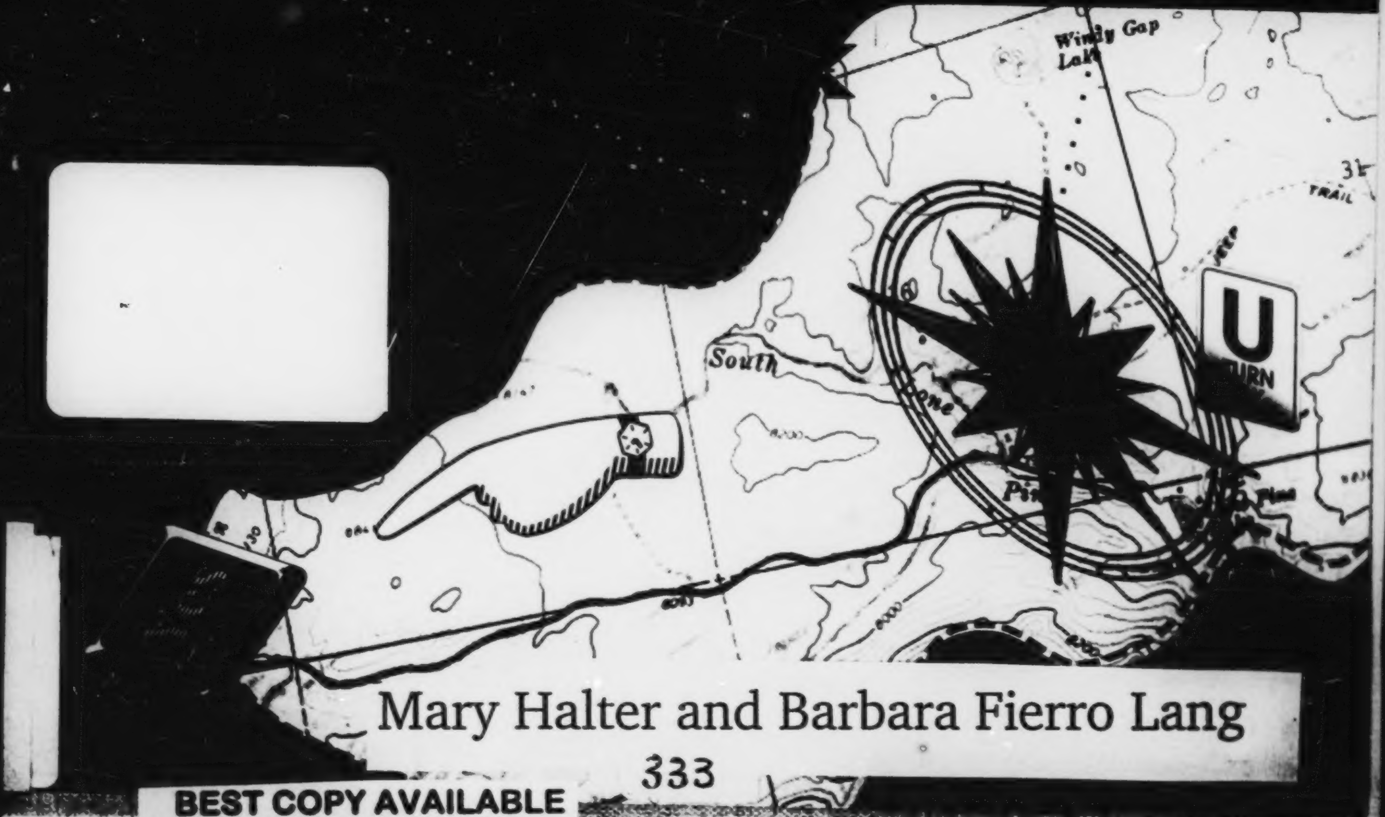
MAKING CHOICES:

Life Skills for Adolescents

Workbook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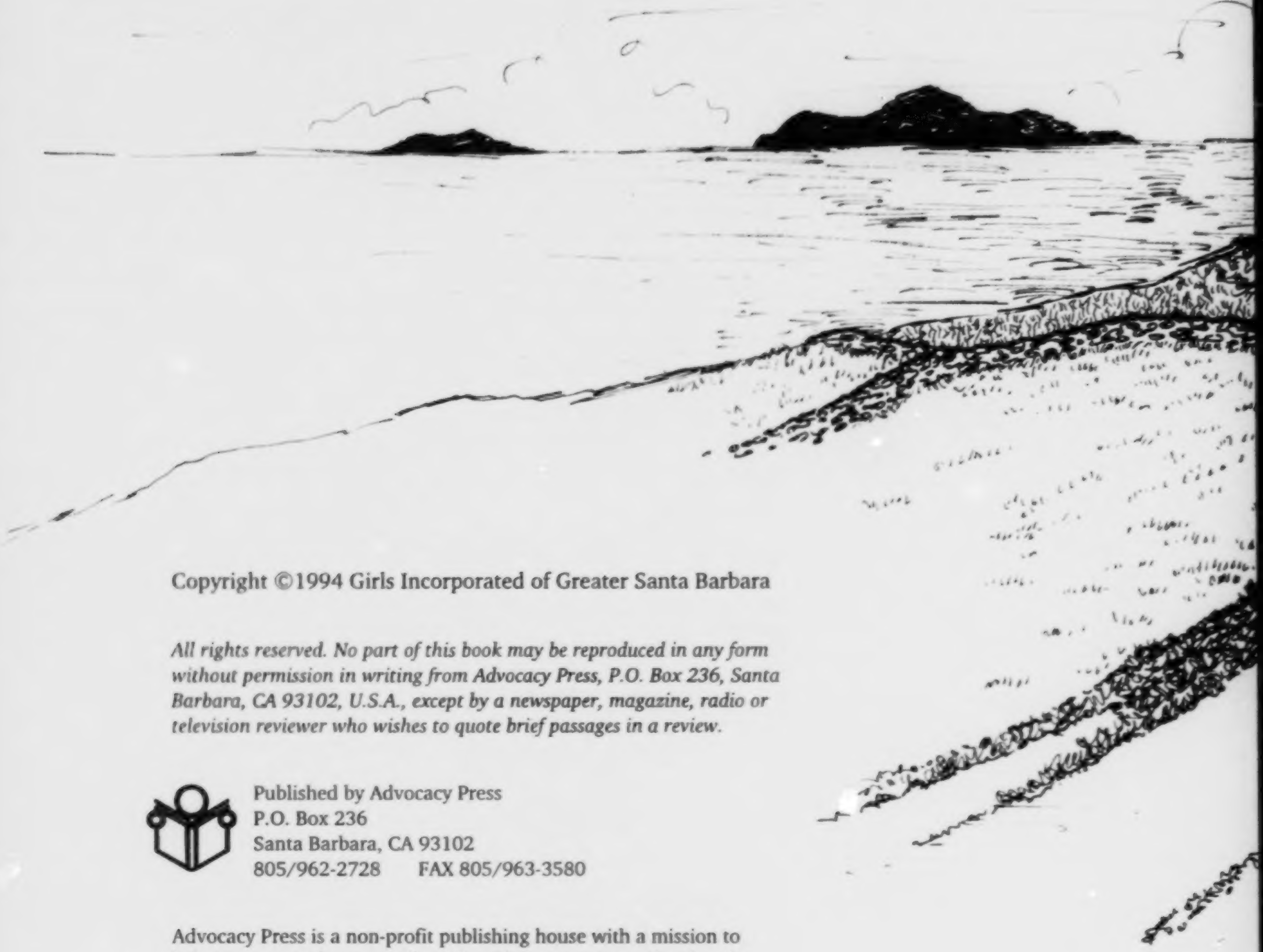

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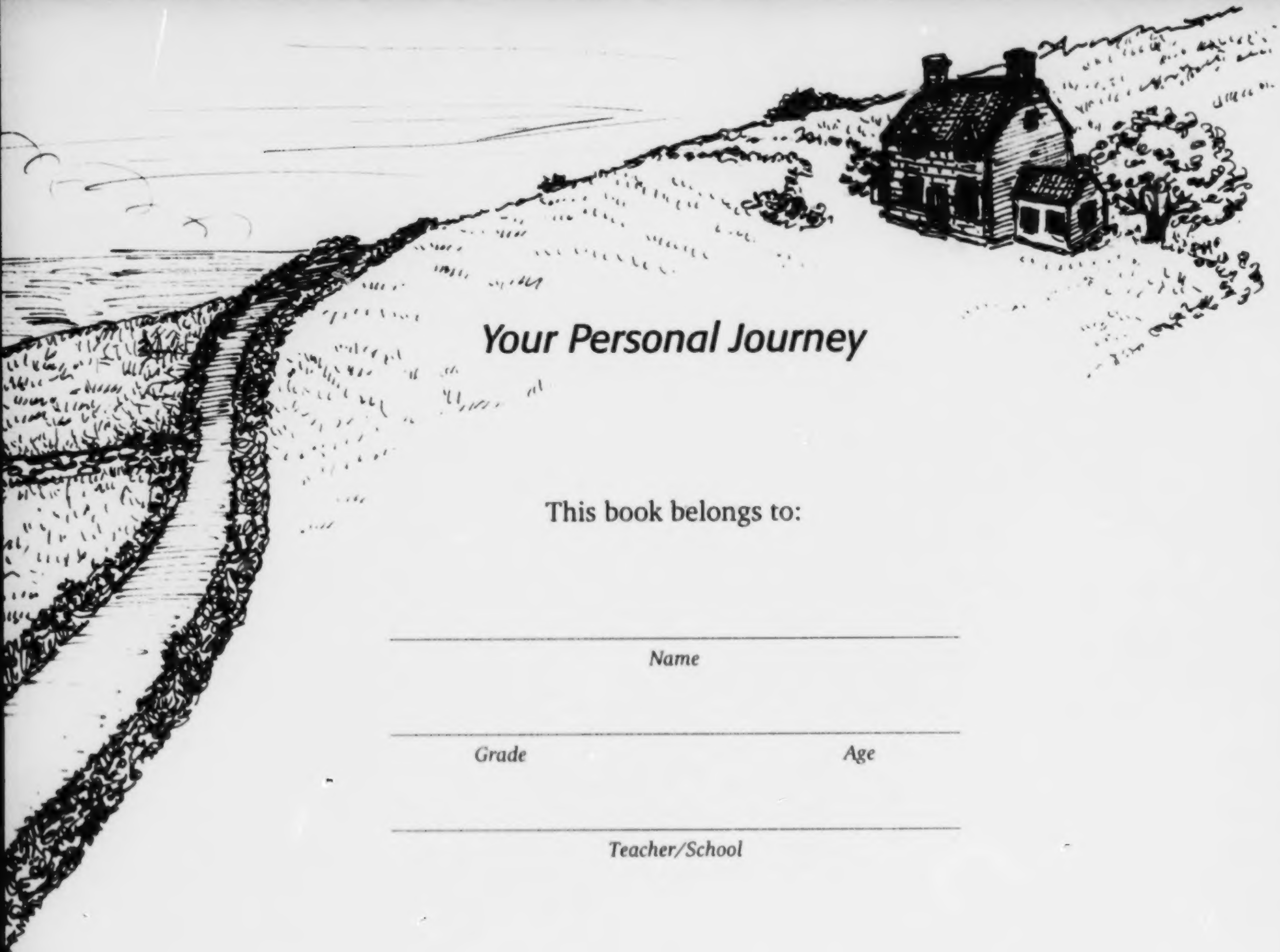

Your Personal Journey

This book belongs to:

Name

Grade Age

Teacher/School

Commitment Statement:

CONTENTS

BOOK ONE *Appreciating Differences*

Chapter One **Gender Equity** **15**

Objective 1: You will learn to recognize and neutralize gender bias in your own lives.

Topics:
- Gender Bias
- Gender Equity

Objective 2: You will learn to separate masculine and feminine labels from roles and skills that everyone will need.

Topics:
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- Media Influences
- Parenting Roles as Related to Gender

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Objective: You will learn the importance of valuing others.

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- Designing Our Own Community

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Objective: You will learn the importance of valuing yourself.

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Topics:
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- Mastering Skills

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Objective: You will learn about the importance of developing and mastering skills which will help you make choices which will impact your life in a positive way.

Topics:
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- Immunizations
- Personal Hygiene
- Self Abuse
- Violence
- Personal Safety

BOOK FOUR *Making Choices*

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Objective: You will learn that both men and women work for pay for a long time and out of economic necessity.

You will be introduced to the following key concepts:

a. career planning should begin early
b. many alternatives should be considered, and
c. you have the option of changing your mind as you develop new skills and learn about new opportunities.

Topics:

- Choosing a Career
- Non-traditional Careers
- Tech Prep or College Prep
- Financial Support
- Job/College Readiness
- Training Opportunities for Careers

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Objective: You will learn that money management is a skill that can lead to financial security.

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Objective: You will discover that you are capable of creating change and solving real world problems by learning and applying time-tested techniques.

Topics:

- Politics and Laws
- Leadership
- Choosing Your Issue
- Taking Action

Foreword

This course is designed to be a personal journey for you. By participating, you will learn the importance of acquiring certain skills so you can be the successful navigator of your own life.

If you were the captain of a sailing vessel setting out to sea, you would need to know about the ocean and its inhabitants. You'd have to learn how to sail the boat, map your course, operate the instruments and equipment and choose the right people to travel with. You'd want to be able to insure the safety of your craft and crew, get your supplies, know what the dangers are and be ready for emergencies. You'd have to know how to work and live cooperatively with the other people on the boat. If you prepare well, chances are you would choose an exciting destination and enjoy your trip. You'd know how to make the right choices for *you* and for those who trust you.

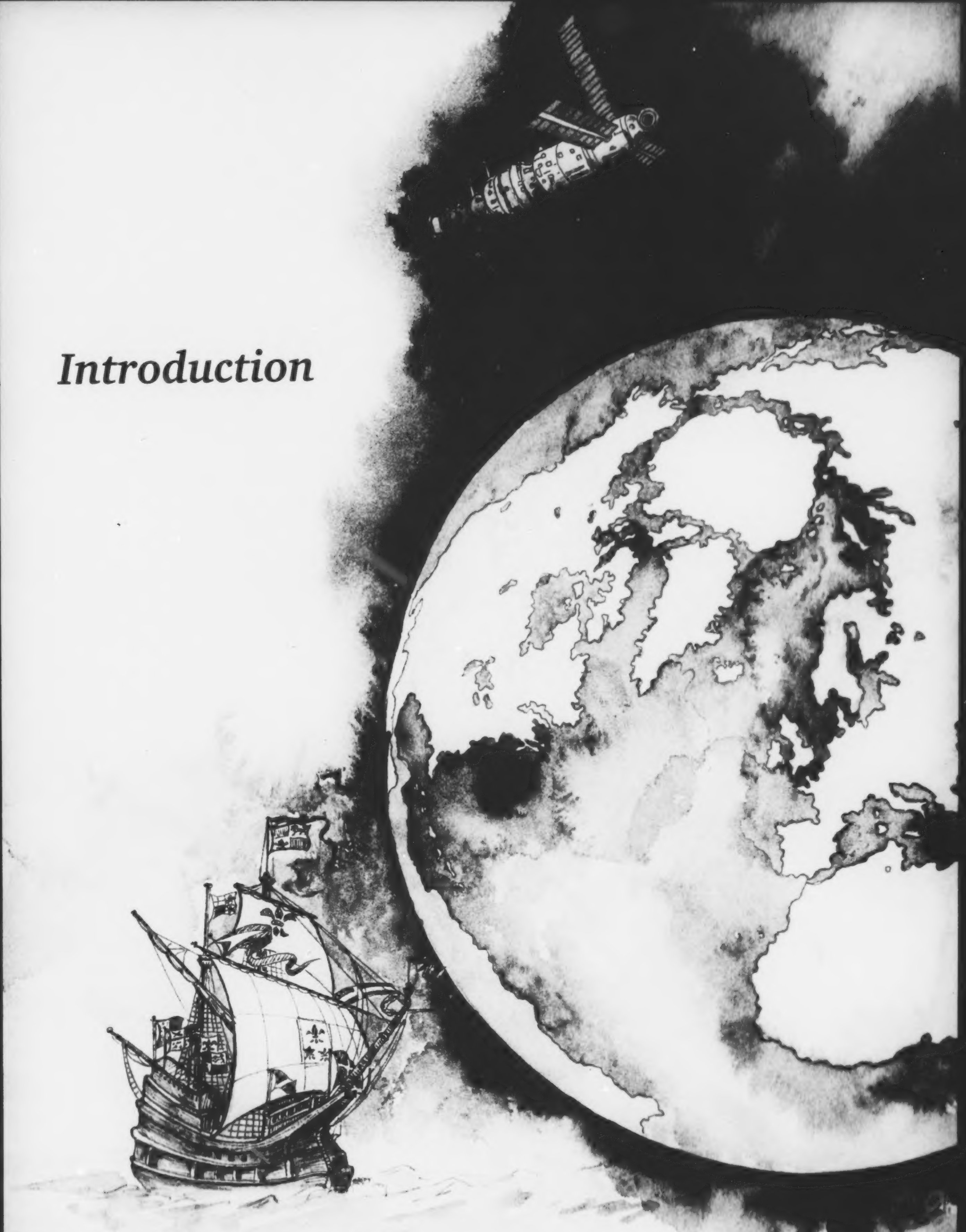
You probably wouldn't even think about setting out to sea until you learned what you needed to know. Life is a journey, too. In order to have the life style you would like, will you take the time to prepare for it just as carefully as you would prepare to become the captain of a boat?

For generations, people have not prepared well for some of their most important journeys. Most people, even those who go to college and graduate, are not well prepared for some of their most important responsibilities. They have children, work at jobs, choose mates, leave home, buy cars, set up housing, and move from place to place.

Most of what we learn about living our life is by "osmosis." In other words, we pick it up as we go. It's not a conscious learning process. But, this isn't always the best way to learn. We sometimes learn things that hurt us rather than help us. And sometimes there are gaps in what we learn.

We hope by taking this course you will learn about some of the skills you will need as you grow older. You are the navigator of your life—you are **MAKING CHOICES**.

Introduction



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LESSON ONE — Understanding the Course

There are five parts to ***Making Choices***. The first part, **Appreciating Differences**, helps to give you a broader understanding of the world around you.

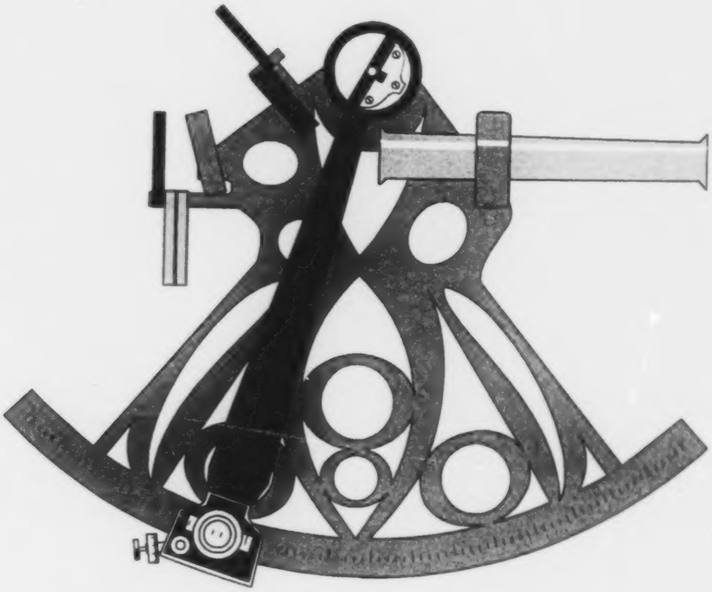
The second book, **Personal Development**, helps you understand how you develop as a human being.

The third book, **Family and Values**, helps you get to know yourself and understand how the people and experiences in your life have influenced your choice making. It helps you understand the importance of being healthy and fit. Here you will identify some of the skills you will need to be a successful navigator.

The fourth book, ***Making Choices***, helps you learn to decide where you want to go and how to map your course. You will also learn to calculate the cost of your journey.

In the fifth book, **Making a Difference**, you will discover how you can solve the problems that come up and help make the world a better place.

Are you ready? Let's GO!



Throughout our course we will adhere to the following Ground Rules. If your class adds other ground rules that everyone agrees upon, add them to the list.

GROUND RULES

- Be respectful of other people's opinions.
- Value everyone's ideas—they are important!
- Don't interrupt.
- There are no dumb questions.
- It's OK to pass (not participate if you're uncomfortable).
- There are no put-downs.
- Everything that anyone shares in our class is confidential.

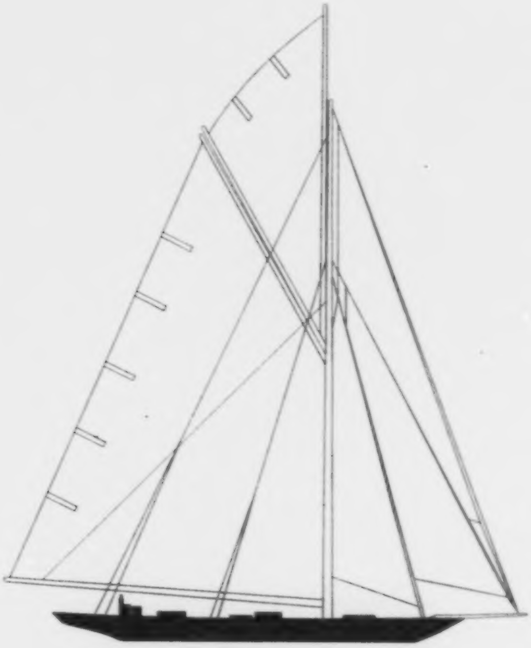
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

You will need to make the following commitments to be ready for this personal journey. If your class adds others that everyone agrees upon, add them to the list below:

WHAT YOU NEED TO BE READY

- Be on time for class.
- Be enthusiastic.
- Have a good attitude.
- Be prepared.
- Bring necessary materials.
- Have a commitment to learn.
- Be open to new ideas.

- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____



LESSON TWO — Friday Forums

Friday Forums

Objective: You will take part in student-directed forums which give you an opportunity to utilize some of the skills you are developing.

Topics:

- **THE WORLD TODAY**
  - Politics
    - Local
    - National
  - Environmental Issues
  - Hunger
  - Economy/Employment
  - Foreign Relations
- **TEEN HEALTH ISSUES**
  - Mental Health
  - Access to Health Care
  - School-based Clinics
  - Nutrition
  - STDs/HIV
- **TEENS AND VIOLENCE**
  - Gun Control
  - Gang Relations
  - Juvenile Justice
  - Date Violence
  - Domestic Violence
  - Sexual Assault
- **CRIME PREVENTION**
  - Community Service
  - Block Watch
  - Volunteer Patrols
  - Resource Officer at School
  - Peer Support Groups
  - "Safe Rides" (Students Without Transportation)
  - Campus Security
  - Peer Leadership Training
  - Closed/Open Campuses
- **TEEN PREGNANCY AND PARENTING**
  - Continuing Education
  - Child Care
  - Parenting Classes
  - Sexuality Education
  - Health Care
- **PREJUDICE REDUCTION**
  - Cultural Sensitivity
  - Cultural Learning Opportunities
  - Conflict Resolution
- **SUBSTANCE ABUSE**
- **SOCIAL ACTION**
  - People Making a Difference
    - Youth
    - Adults
  - Projects Where We Can Make a Difference

During this course we will have **Friday Forums** on most Fridays. Some Fridays will be reserved for special classes or guest speakers. Some Fridays will be used as an opportunity to complete a lesson or lessons if we are not on schedule. *Most* Fridays will be reserved for the class to plan. You will choose the category and the topic for the day.

Use this worksheet to help you and/or your team plan for your day.

FRIDAY FORUM CATEGORY: ______________________

TOPIC: ______________________

DATE OF PRESENTATION: ______________________

TEAM MEMBERS: ______________________

RESOURCES NEEDED:	SECURED FROM:	WHEN:
	______________	________
	______________	________
	______________	________

ACTION STEPS:	BY WHOM:	WHEN:
	______________	________
	______________	________
	______________	________

BOOK ONE

Appreciating Differences

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CHAPTER ONE — GENDER EQUITY

LESSON ONE — Recognizing Gender Bias

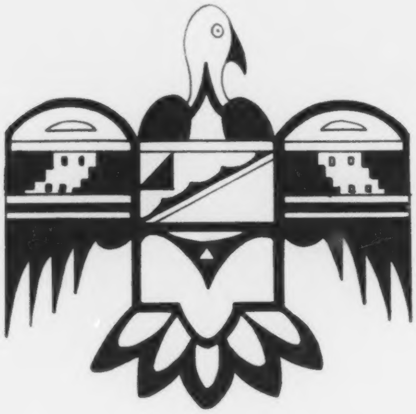
Student Career Survey

The survey below will help you learn how you feel about career and work. Please respond to each statement by checking the answer that best describes how you feel.

	Agree	Disagree	Not sure
SCHOOL SECTION			
1. In our school, teachers treat boys and girls the same way.			
2. Teachers help me consider many different career choices, including those that are non-traditional.			
3. In our school, there are courses that are clearly "boys' courses" and "girls' courses."			
4. Teachers expect the same thing from girls and boys.			
5. In my classes, boys and girls are placed in separate groups for activities or projects.			
6. I believe I have the right to enroll in any course in the school.			
I will plan my high school classes based on:			
7. my interests			
8. what I am good at			
9. what my friends are taking			
10. what I need for college			
11. what I need for a career			
In school, I am encouraged to do good work in:			
12. math			
13. science			
14. reading			

	Agree	Disagree	Not sure
15. Doing good work in school is important to me.			
16. Doing good work in school will help me prepare for my career.			
WORK SECTION			
17. Most women work because they need the money.			
18. Most people living below the poverty level are women and their children.			
19. Women and men should be trained to get good jobs.			
20. Nine out of ten women work for pay sometime during their lives.			
21. Most men work because they need the money.			
22. Women make up 8% (two out of 25) of the engineers in the United States.			
23. Engineers make an average annual salary of $49,200.			
24. 99% of all secretaries are women.			
25. Secretaries earn average annual salaries of $24,000.			
26. Overall, women make 75 cents for every dollar men make.			
27. "Women's jobs" and "men's jobs" are becoming a thing of the past.			
FAMILY SECTION			
28. Today, more and more children live in homes with just one parent.			
29. I learn about different careers from watching TV.			
30. In our family, males and females share jobs at home.			
31. I plan to have a career.			
32. I plan to have a family and a career.			
33. In most families, both parents work at jobs outside the home.			

	Agree	Disagree	Not sure
SELF-AWARENESS SECTION			
34. I would like to find out more about possible careers.			
35. The career I choose is important to my parents.			
36. I feel good about myself.			
37. I feel I could be whatever I want to be when I grow up.			
38. How I feel about myself affects how well I do.			
39. I enjoy learning to do new things.			
40. I feel that I am good at many things.			
41. My parents would support my career choice.			
I plan to get help in planning my career from:			
42. parents			
43. teachers			
44. school counselors			
45. other people I know			



This exercise adapted from the "Wisconsin Model for Sex Equity in Career and Vocational Education," Wisconsin Department of Public Instruction, 1990, pp. 202-203, printed with permission.

LESSON TWO — Personalizing Gender Bias

After watching the video or the skit presented by students, complete your answers to the following questions:

1. What was your reaction to the presentation and why?

2. How did you feel about the comments the boys were making?

3. Did you become aware that the comments were actually made by girls before it ended and if so, when?

4. Do you think the girls in our class would react the same way? Why or why not?

5. Did the comments made seem realistic to you? Why or why not?

6. Think of an example of gender bias in your own life and be prepared to discuss it in class.

LESSON THREE — Gender Bias and Politics

Women have not always had the same rights as men. Below are some facts about actions which took place during the past fifty years that provided more rights for women in the workplace and in government.

- 1941—President Franklin D. Roosevelt prohibits racial discrimination by defense contractors at the start of World War II. Women fill jobs vacated by men who have gone to war.
- 1945-1960—Postwar nostalgia for the joys of family life and pressure to make room in the job market for returning GIs send millions of working women home. The housewife is glorified, while tradition and protective legislation keep women out of high-paying "men's jobs."
- 1961—As the civil rights movement spreads, President John F. Kennedy's Executive Order 10925 mandates federal contractors to take "affirmative action" to ensure that there be no discrimination by race, creed, color or national origin— in employment, upgrading, demotion, transfer, recruitment, recruitment advertising, layoff, pay and other compensation and selection for training, including apprenticeships. Kennedy also establishes the President's Committee on Equal Employment Opportunity, chaired by the vice president, to help employers promote nondiscrimination.
- 1963—Congress passes the Equal Pay Act, which forbids employers to pay women less than men for the same work (defined as jobs with equal skill, effort, responsibility).
- 1964—Congress passes the Civil Rights Act. Title VII of the act bans employment discrimination based on race, color, religion, sex or national origin and creates the Equal Employment Opportunity Commission (EEOC) to enforce Title VII and other anti-discrimination laws.
- 1965 President Lyndon B. Johnson's Executive Order 11246 requires federal contractors to take "affirmative action" to recruit, hire and promote more minorities among their 21 million employees. It raises the threat of contractors being barred from future government work if they fail to comply.
- 1965—President Johnson replaces the President's Committee on Equal Employment Opportunity with the Office of Federal Contract Compliance (OFCC), a Labor Department watchdog on the actions of federal contractors.
- 1967—President Johnson adds women to the groups protected under his previous order by issuing Executive Order 11375.
- 1967—Congress passes the Age Discrimination in Employment Act, which protects employees between 40 and 70 from discrimination in hiring, firing and other terms of employment.

- 1971—President Richard M. Nixon's Revised Order No. 4 strengthens the two Johnson executive orders to require annual written affirmative-action plans from major contractors. It establishes goals and timetables as the benchmark measures of employers' affirmative-action activities.
- 1971—House approves Women's Equal Rights Amendment (ERA).
- 1972—Title IX of the Educational Amendments of 1972 bars sex bias in institutions receiving any federal money. Originally it was interpreted to mean that if any part of an institution received money, the whole institution was held to this standard. (The 1984 Grove City Supreme Court case limits Title IX programs to cover only the "program or activity" that received the federal funds.)
- 1973—The Rehabilitation Act forbids discrimination against qualified individuals with handicaps who can perform the essential functions of the job with "reasonable accommodation."
- 1975—President Gerald Ford reorganizes the OFCC as the OFCCP (Office of Federal Contract Compliance Programs) to include protection of two more minority groups: handicapped workers and Vietnam War veterans.
- 1978—The Pregnancy Discrimination Act extends the protection of Title VII to pregnant employees. This means, for instance, that pregnant employees cannot be denied disability insurance payments given to other workers with temporary disabilities.
- 1979—President Jimmy Carter organizes and strengthens enforcement of civil rights laws. He unifies enforcement of Title VII, the Equal Pay Act, Age Discrimination Act and Rehabilitation Act under the EEOC. He also transfers enforcement of all federal-contract compliance programs from the individual contracting agencies (the Defense Department, for example) to a single OFCCP office in the Labor Department.
- 1981—Sandra Day O'Connor is appointed to the Supreme Court.
- 1982—ERA lapses without ratification.
- 1983—Sally Ride is the first female astronaut to travel in space.
- 1983—Washington State is ordered to pay female employees according to "comparable worth."
- 1983—President Ronald Reagan signs Executive Order 12432 requiring federal agencies to increase their goals for employment of minority-owned subcontractors by at least 10 percent. Meanwhile other Reagan administration officials argue that all such "quotas" are illegal.
- 1984—Geraldine Ferraro wins the nomination of the Democratic Party as its candidate for vice president.
- 1985—The Reagan administration considers repealing affirmative action requirements for federal contractors, in place for 20 years. It says the rules are costly and encourage discrimination against whites without helping blacks.
- 1986—In two landmark cases the Supreme Court reaffirms the use of affirmative action.

- **1992—Women's groups form Women In Senate and House (Republicans) and Emily's List (Democrats) to back female candidates for political office.**
- **1992—California is the first state to elect two women to serve in the Senate. They are Diane Feinstein and Barbara Boxer.**
- **1993—President Clinton appoints Janet Reno as the first female U.S. Attorney General.**

Now record current information about the following women in politics:

Names/dates of female nominees for Supreme Court and members of Supreme Court

Names/dates of female nominees and appointees to cabinet posts

Names/dates of current and past females who have been elected governor of their state

Percentage of national population which represents women

Percentage of representation by women this year in

Senate

House

State and local elected and appointed positions held by women

INSTRUCTIONS:

Using a long piece of butcher paper, arrange the above events on a time line in chronological order. This may be assigned as a class project and the time line could be hung in the classroom for everyone to see and discuss.

LESSON FOUR — Wealth, Poverty and Glass Ceiling Jobs

Gender/Salary Test

Think about the working adults you know and what each male or female does for a living. Think about places you see people working. Are most of the teachers in your school male or female? How many female doctors have you seen compared to the male doctors you've seen? What about construction sites? Are there more men or women working there?

Listed below are several occupations. If there were 100 workers in each occupation, how many do you think would be men? How many would be women? The total (male + female) for any one occupation should not exceed 100. The number you enter on each line is a *percentage*. Do not enter anything in the third column for now.

	Female	**Male**	
Architect	%	%	$
Telephone Installer	%	%	$
Engineer	%	%	$
Date Entry Clerk	%	%	$
Bookkeeper	%	%	$
Accountant	%	%	$
Computer Programmer	%	%	$
Secretary	%	%	$
Dental Assistant	%	%	$
Bank Teller	%	%	$
Dentist	%	%	$
General Practice Physician	%	%	$
Surgeon	%	%	$
Lawyer	%	%	$
Mail Carrier	%	%	$
Nurse	%	%	$
Elementary School Teacher	%	%	$
Electrician	%	%	$
Painter	%	%	$
Carpenter	%	%	$
Air Traffic Controller	%	%	$
Airplane Mechanic	%	%	$
Pilot	%	%	$
Flight Attendant	%	%	$
Truck Driver (Long Distance)	%	%	$
Plumber	%	%	$
Receptionist	%	%	$
Retail Clerk	%	%	$

Now that you have estimated the percentages, fill in the third column by listing the average salary for each occupation. National averages from the *Occupational Outlook Handbook* are provided below. However, try to research the salaries that are paid for these occupations in *your community* before you use these for your answer. That way, you will have a clearer idea of what your local economy is like. You may be able to get this information from the classified ads in your newspaper or from job listings at local employment offices.

* * *

Accountant	$ 21,108	Carpenter	27,100
Architect	36,100	Painter	27,100
Telephone Installer	34,100	Plumber	27,000
Engineer	49,200	Air Traffic Controller	31,600
Data Entry Clerk	20,800	Airplane Mechanic	80,000
Bookkeeper	19,100	Pilot	27,200
Secretary	24,100	Flight Attendant	30,000
Computer Programmer	27,060	Truck Driver (Long Distance)	34,400
Dentist	125,700	Nurse	34,400
Dental Assistant	17,300	Physican	155,800
Bank Teller	14,800	Surgeon	250,000 +
Lawyer	120,000	Receptionist	16,100
Mail Carrier	31,300	Retail Clerk	13,000
Elementary School Teacher	32,400		
Electrician	28,600		

Study your answers. Which occupations earn the most?

____

Look at the salaries of the jobs in which the *percentage* is higher for *men* than for women.

____

Now look at the salaries of the jobs in which the *percentage* is higher for *women* than for men.

____

Who earns more money, men or women?

____

This exercise is adapted from *Choices*, ©1983 Girls Incorporated of Greater Santa Barbara, Advocacy Press, Santa Barbara, CA.

What does this information tell you about gender bias in the workplace?

What actions do you think you could take to make others aware of the bias?

How can the bias be changed?

LESSON FIVE —Non-traditional Jobs and Careers

Career Scramble

Match the following occupations with a person from the list below. List only one individual.

Pilot ____________________
Network News Anchor ____________________
Astronaut ____________________
Race Car Driver ____________________
Congressperson ____________________
Vice Presidential Candidate ____________________
Union Leader ____________________
Olympic Track Athlete ____________________
Supreme Court Justice ____________________
Surgeon General ____________________
Attorney General ____________________
Bank Robber ____________________

Bess Coleman
Robert Dole
Mario Andretti
Peter Jennings
Ruth Bader Ginsberg
C. Everett Koop
Charles Lindbergh
Sally Ride
Janet Guthrie
Geraldine Ferraro
Jesse James
Patricia Schroeder
Albert Gore
Robert Kennedy
Clarence Thomas
Norma Rae
Amelia Earhart
Neil Armstrong
Bonnie Parker
Janet Reno
Jocelyn Elders
Connie Chung
Jim Thorpe
Jackie Joyner Kersey
Caesar Chavez
Edward Kennedy

This exercise is adapted from *Adolescent Parent Resource Guide,* Ohio Department of Education, p. 973, printed with permission.

LESSON SIX — Laws and Sexual Harassment

Each person is entitled to his or her personal space. Personal space is an imaginary boundary which each of us draws around our body. We are not comfortable when another individual crosses that boundary without our permission. When that space is violated we have the right to tell them to stop. If they will not stop, we have the right to report that person to some authority. The authority could be a parent, teacher, principal, supervisor at work, or law enforcement officer. Disrespecting a person's personal space can range from just poor manners to breaking the law. Sometimes it can be very confusing to define when that intrusion ceases to be inappropriate and becomes illegal.

Below write the definitions for the following:

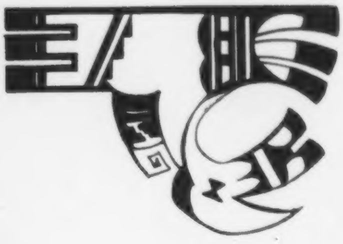
Sexual Harassment

Relationship Rights

Cycle of Violence

In the space below draw something that illustrates the *Cycle of Violence.*

List at least five types of behavior that have been identified by the *American Association of University Women* as behavior that could be a part of a pattern of harassment:



Write about one example of sexual harassment that you think exists in our school and one action you think could be taken to decrease sexual harassment.

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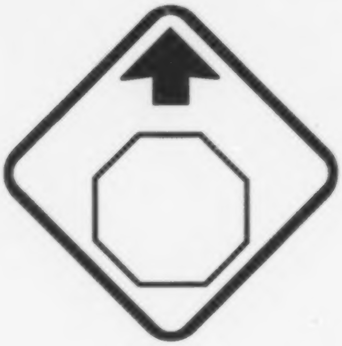
The activity we are going to do today is called "Which Is It?" Take a few minutes to complete this activity and be able to support your answer.

Which Is It? ***Violence, Sexual Harassment, Acceptable Behavior?***

Behavior:	Violence	Sexual Harassment	Acceptable Behavior	Not Sure
1. Boy grabs girl by the hair				
2. Man opens door for a woman				
3. Girl pinches boy's buttocks				
4. Girl offers to help boy baby-sit for younger sister				
5. Boy "whistles" at girl				
6. Boy snaps girl's bra				
7. Girl helps boy carry the balls and bats to the equipment room				
8. Woman invites male secretary to happy hour after work				
9. Boss tells "dirty jokes" at the office				
10. Female boss tells male employee he looks good in tight blue jeans				
11. Boy threatens to tell friends they've gone "all the way" if girlfriend doesn't give him answers to a math assignment				
12. Male boss tells female employee he likes the way her dress shows off her figure				
13. Boy slaps his date because he saw her flirting with someone else				
14. Girl hits her boyfriend because she heard he was with another girl				
15. Man hits his wife because she was talking to a male neighbor				
16. Woman bakes cake for single male employee's birthday				

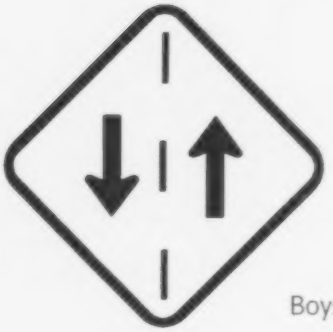
LESSON SEVEN — Sex-Role Stereotyping

Complete the following sentence stems:



Girls are. . . (think of some names that boys call girls)

Boys are. . . (think of some names that girls call boys)



Girls can. . . (think of things that girls can do that boys can't do)

Boys can. . . (think of things that boys can do that girls can't do)

For Girls:

I like being a girl because. . .

If I were a boy I could. . .

For Boys:

I like being a boy because. . .

If I were a girl I could. . .

For Everyone:

Look at your responses

1. What do they tell you about the way you feel about sex roles?
2. How can sex-role stereotyping be limiting for females? For males?
3. What are some things you can do to neutralize or eliminate sex-role stereotyping in your own life?

RAIL WAY
CROSSING

LESSON EIGHT — Gender Exploitation in the Media

Listen to some of your favorite songs. Find one that has a message about gender. In the space below write that message.

How does the message portray females?

How does the message portray males?

During the next week, look for and write about at least one incident on TV or video or in music or print that portrays

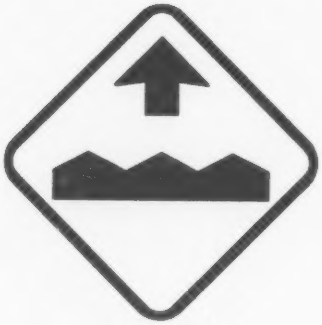
1. Your gender in a positive way

2. Your gender in a negative way

3. The opposite gender in a positive way

4. The opposite gender in a negative way

5. Which was easier to find?



LESSON NINE — Male and Female Roles in Parenting

Parenting Survey

As you read the following statements decide whether you *Agree, Disagree,* or are *Not Sure*. Then place an X in the space that best describes what you think.

	Agree	Disagree	Not Sure
1. Having children is the only way a boy becomes a man.			
2. Couples shouldn't limit the number of children they have.			
3. Having children is a financial burden which causes stress.			
4. Children should always be loyal to their parents.			
5. Unless they have children, a couple is not accepted by their friends and relatives.			
6. Having children automatically makes people behave more responsibly.			
7. Parenting children causes arguments and stress between a husband and wife.			
8. Most women want to have children.			
9. Men have the responsibility for carrying on the family name by having children.			
10. Having children helps you feel more loved and less lonely.			
11. If a child gets into trouble, it is the parents' fault.			
12. Before a woman can be respected in our family, she must become a mother.			
13. A marriage isn't complete until a couple has children.			
14. Parents have the right to take the credit for the achievements of their children.			

	Agree	Disagree	Not Sure
15. The main reason people have children is because they have created something that will live on after they die.			
16. The family is the only group of people in which a person can feel happy and safe.			
17. Boring is the word to describe the job of staying home to take care of children.			
18. It is natural for men to want to have children.			
19. Before a couple has children they should think of the negative things that will happen to their relationship.			
20. A marriage becomes stronger when a couple has children.			
21. We all have a responsibility to have children some day.			
22. If a person doesn't have children, family traditions will die.			
23. Children should help take care of their parents when they grow old.			
24. Becoming a parent puts greater pressure on people to succeed in life.			
25. Having children is one of the most important purposes in life.			
26. Before becoming romantically involved with a man, a woman should think about whether he would make a good parent.			
27. It is ok to have a child with someone even though you quarrel a lot.			
28. It is important to know someone well before you marry and have children.			
29. Our parents should help us decide who we should marry.			
30. Sharing the same religious beliefs makes a family stronger.			
31. Relationships always improve after a couple gets married and has children.			

	Agree	Disagree	Not Sure
32. It's ok to marry someone you don't know very well because marriage will change both of you.			
33. Someone with younger brothers and/or sisters doesn't need to learn parenting skills.			
34. Being parents is the cause of most marriage problems.			
35. Being a good parent requires having a good sense of humor.			
36. Unhappy women should have children so they can feel loved.			
37. All of the work that goes into parenting never pays off.			
38. A woman should decide whether having children would interfere with her career.			
39. People without children are never as happy as those who have children.			
40. A couple with common interests would make good parents.			
41. Sharing household tasks is a sign of a healthy family.			
42. Having children around all of the time causes a lot of stress.			
43. Women who criticize their husbands a lot are still good mothers.			
44. A good reason to have children is so you can do a better job than your parents did with you.			
45. It's ok to have a child with someone who has told you he or she doesn't really want children.			

This exercise is adapted from *Adolescent Parent Resource Guide,* Ohio Department of Education, pp. 610-611.

Feelings/Action Worksheet

Today we are going to think about what it would be like to be the parent of a baby when it is crying. Use the space below to complete this exercise as your teacher gives you instructions.

FEELING	ACTION
1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________

Interview the parent of a young infant. If you do not know anyone who currently has an infant, interview a parent and ask them to try to remember when their child was a small infant and answer the questions accordingly.

1. Does your baby cry every day? ________ If so, approximately how much (just an average amount of time)?
2. When does your baby cry? ____________
(This answer might not be a specific time.)
3. What are the most common reasons your baby cries?

4. What are some of the actions you take when your baby cries?

5. How do you feel when the baby first cries?

When he/she continues to cry for an extended period of time?

LESSON TEN — Attitudes and Expectations About Parenting

In the space below complete the following sentence stems. The last one is optional because most of you probably would not choose to be a teen parent. If, however, you really believe that you do, complete the sentence and then evaluate your reasons. Are they sound? Parenting is a long-term responsibility that requires many skills. Do you think you will have the necessary skills if you should become a parent?

1. A parent is. . .

2. Being a parent means. . .

3. Being a teen parent would be. . .

4. I want to be a parent who. . .

5. I don't want to be a parent who. . .

6. I don't want to be a teen parent because. . .

7. I want to be a parent when. . .

Optional: I *want* to be a teen parent because. . .

Skills and Qualities a Parent Must Possess

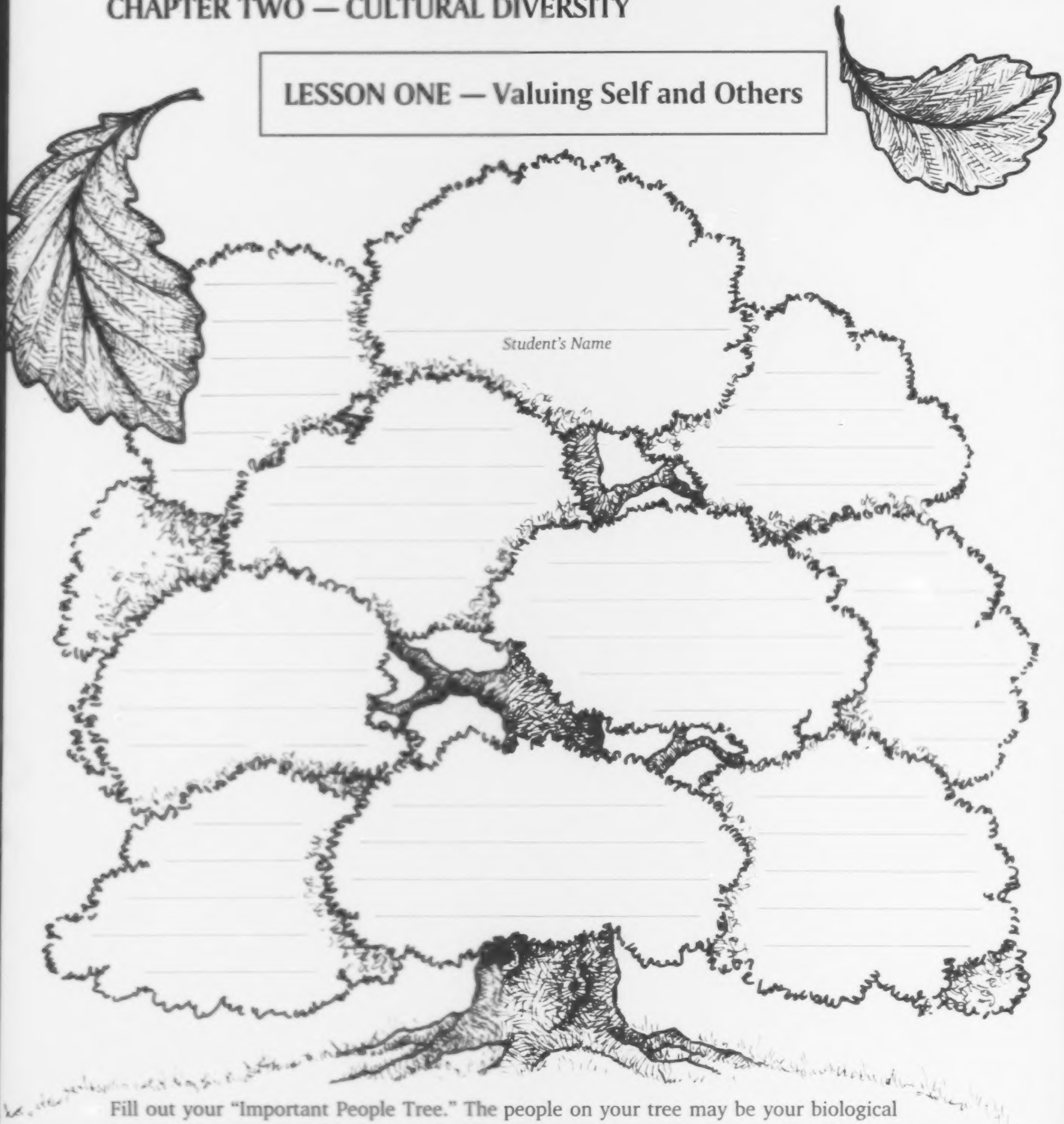
In the space below write a paragraph to complete one of the following statements:

I think parental responsibilities are the same for men and women and those responsibilities are. . . .

I think parental responsibilities are different for men and women and those responsibilities are. . . .

CHAPTER TWO — CULTURAL DIVERSITY

LESSON ONE — Valuing Self and Others



Fill out your "Important People Tree." The people on your tree may be your biological family (those people related to you by blood), important people in your life, or a combination of family members and others who influence your life.

Please note that not only are you asked to write the people's names, but beneath their names you are asked to put the quality that makes them important.

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The Family Talks About Important Issues

Directions: The student and appropriate family members are invited to discuss the following topics and the family's values on each.

1. Male/female roles: Family response:

Student response:

2. Drug use: Family response:

Student response:

3. Teenage parents: Family response:

Student response:

4. Gender bias:

Family response: ______________________________

____

____

____

Student response: ______________________________

____

____

____

5. Fathers as homemakers:

Family response: ______________________________

____

____

____

Student response: ______________________________

____

____

____

6. Friendship:

Family response: ______________________________

____

____

____

Student response: ______________________________

____

____

____

7. Divorce:

Family response:

Student response:

8. Birth control:

Family response:

Student response:

9. Showing affection:

Family response:

Student response:

10. Having children:

Family response:

Student response:

11. Premarital sex:

Family response:

Student response:

12. Education

Family response:

Student response:

13. Marriage:

Family response: ____________________

Student response: ____________________

14. Love:

Family response: ____________________

Student response: ____________________

15. Spirituality or religion:

Family response: ____________________

Student response: ____________________

16. Creativity:

Family response: ____________________

Student response: ____________________

17. Other ____________:

Family response: ____________________

Student response: ____________________

18. Other ____________:

Family response: ____________________

Student response: ____________________

19. Other ____________: Family response: ____________

Student response: ____________

20. Other ____________: Family response: ____________

Student response: ____________

As you move toward greater independence, it is important to examine your own values.

Are they the same as your family's? Are they different? Which of your values are the most important to you? How are they influenced by how your family feels?

Write your answers to these questions in **Thoughts for Today**.

LESSON TWO — Appreciating Differences

Each individual in our society is unique and special. Including all members of society as equal has many benefits but many times it is difficult to achieve diversity in our communities because there are many barriers. In the spaces below write your thoughts about the benefits of diversity and the barriers to achieving diversity.

MY THOUGHTS:

1. I think the benefits of diversity are. . . .

2. I think the barriers to achieving diversity are. . . .

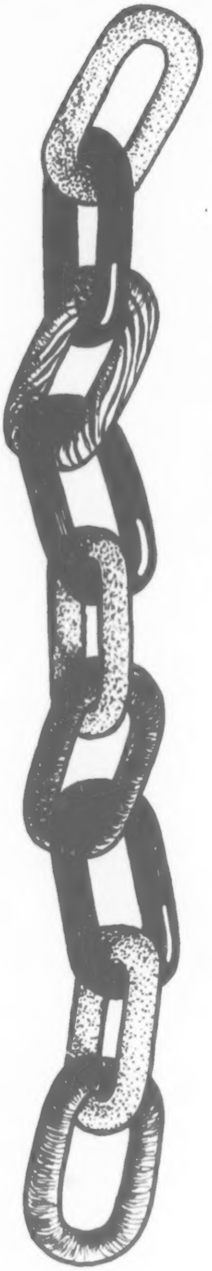
Interview someone that you listed on your "Important People Tree." Below list his/her thoughts about the benefits of and barriers to achieving diversity.

________________________________'S THOUGHTS:
Name of person who completes this page with you

1. I think the benefits of diversity are. . . .

2. I think the barriers to achieving diversity are. . . .

LESSON THREE — Strengthening Group Cohesion



Read the information below.

Many times we feel that we can do something better by ourselves than if we have to work as part of a group. We certainly do need to learn to be self-sufficient, to learn to be self-reliant and make decisions for ourselves, but many times being a part of a group and working together for a common goal has great benefits.

Think of our forefathers as they settled the West. The pioneers were much more likely to reach their destination when they traveled in a group across the country. By banding their wagons together in a wagon train, they could share their expertise and resources as they made the difficult trip across the country. One person might know how to "shoe" the horses, another how to cook and another how to interpret the geography on a map with few features. Someone else might have been a good trapper or hunter.

By pooling their talents and resources they were all much more likely to reach their destination.

Today we participated in an activity called, "The whole is greater than the sum of its parts."

In the space below summarize what you learned from this activity:

In the space below answer the following question: Would you usually like to work as part of a team or alone and why?

LESSON FOUR — Cultural Stereotypes

There are many groups that we stereotype. List at least five different groupings. An example would be A RELIGIOUS GROUP.

List at least one way we stereotype in our society and the impact you think that has:

Complete the following sentence: I think one type of stereotyping that exists in our school is. . . .

and one concrete thing we could do to help eliminate it would be. . .

LESSON FIVE — The Price of Prejudice

Differences are not necessarily bad or good; they are just different.

One important thing for us to remember is that each one of us is a unique human being. There isn't a single person who is exactly like another human being. Even identical twins who look exactly alike have different thoughts, ideas, and talents. It is important to remember that our prejudices can be limiting and harmful. Celebrating our differences can make us a better class, school, community, country and world.

In the space below complete the following sentences:

Being different means. . . .

I felt different when. . . .

Complete the following questions:

1. Why do we sometimes see differences as positive at one time and negative at another?
2. If we have strong negative feelings about someone who is different, what can happen?
3. What do you do when you feel uncomfortable with someone who is different?
4. Do you act differently toward them?
5. How can seeing differences as negative lead to prejudging someone (prejudice)?

LESSON SIX —Designing Our Own Community

Imagine that you have a magic wand and you can design the "Ideal School, Community, Country or World." Decide which you would design and write a paragraph below describing your ideal place.

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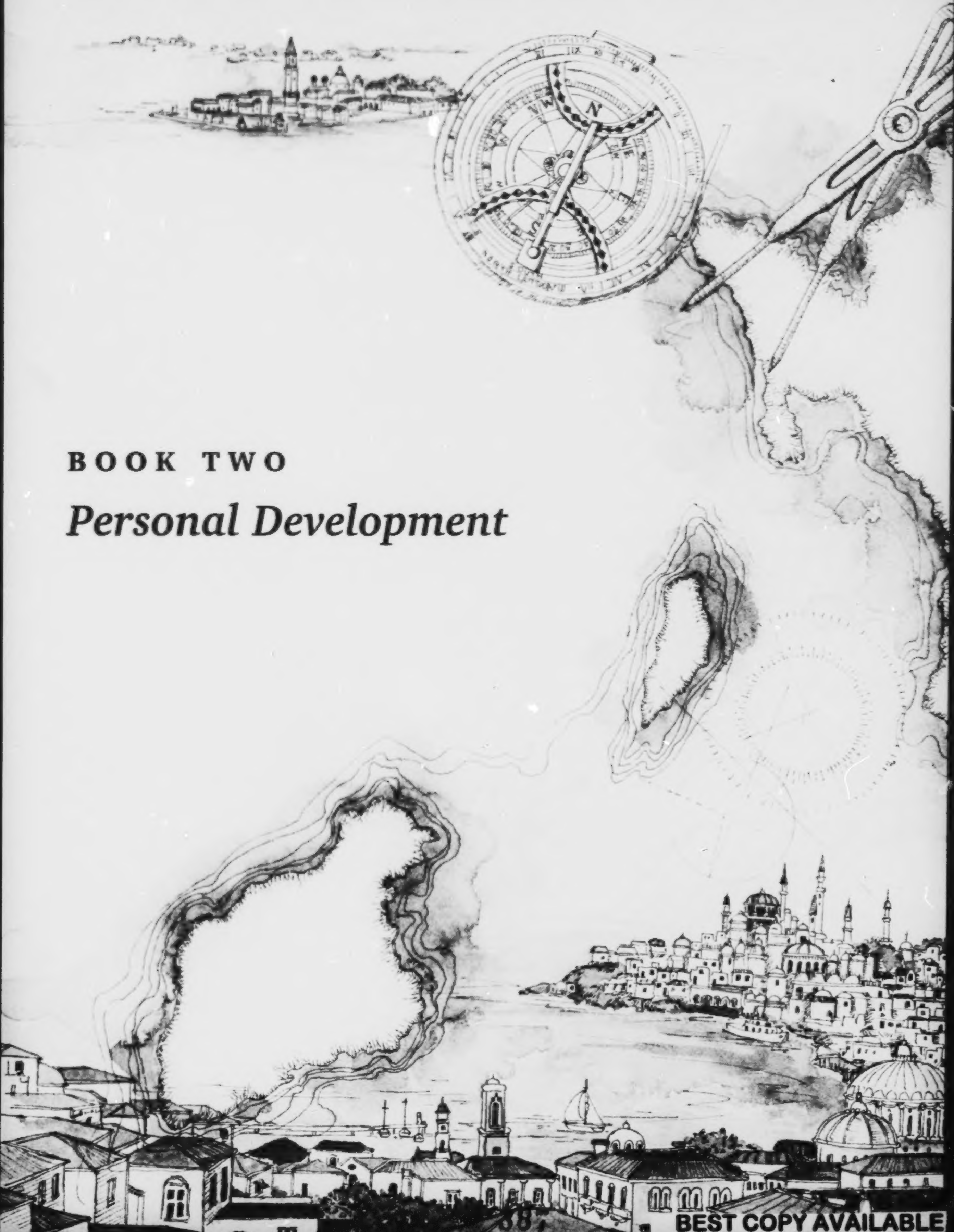
BOOK TWO

Personal Development



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CHAPTER THREE — ADOLESCENT DEVELOPMENT

LESSON ONE — Physical and Emotional Changes

List below the things you like *best* about being an adolescent.

List below the three things you like *least* about being an adolescent.

If you were the parent of an adolescent, what would be the most important thing you could give to your child?

There are many things about adolescent development that you cannot change but there are some things you can do to make the this stage of life more comfortable for you. What are some of those things?

LESSON TWO — Social Development

Whenever we do something to help someone else, it enhances our own self esteem. Helping others is a positive way to reinforce good feelings in ourselves. It is important to be good to ourselves, too! Fill in the spaces below to record things you can do for others and for yourself.

Write down one thing you could do to make *another person* feel good.

Think about something you could do to make *yourself* feel good. **Be sure you remember to do it!**

Write down one thing you wish *all people* would do to make them feel good about themselves.

LESSON THREE — Intellectual Development

Read the Case Studies below. Identify the problem. Help the individual with the problem develop a plan to deal with the problem.

Nancy was invited to go bowling with her friends. She said she didn't want to go because she didn't know how to bowl. After a lot of coaxing, she gave in and went along with the group to the bowling alley. On the way, she was trying to think of another excuse so she wouldn't have to bowl. She was really afraid that she would do something stupid and her friends would laugh at her. After she arrived, she let her friends order shoes and pick out a ball for her. The bowling alley was full of people. When it came her turn, Nancy got up to bowl and dropped the ball behind her on the first try. Feeling humiliated, she ran crying to the restroom.

The family was planning to go to Uncle Ed's for the weekend. Mom and Dad had planned the outing several weeks ago. Sammy was expected to go along so he could baby-sit for his younger brother and sister while Mom and Dad and Uncle Ed went to the ball game. Sammy wanted to stay home and go skating with his friends. Sammy told his parents he had asked his best friend if he could spend the weekend with him. Mom and Dad refused his request,

Juanita and her mother, Carlotta, went shopping for school clothes. Juanita knew exactly what she wanted to buy, but her mother insisted on going along. "After all," she said, "it's my money we are spending and I want to make sure it is spent wisely." Carlotta thought Juanita looked good in red, but Juanita was tired of that color. She wanted to buy a black blouse with see-through lace on the sleeves. Carlotta refused to buy it saying, "I don't care if the other girls *are* wearing clothes like this, this blouse makes you look too old!"

Juan invited Barbie to the school dance. Barbie's dad wasn't happy that she accepted because he didn't know Juan's family. He wasn't happy that she was dating in the first place, but this made him even more unhappy! When Juan came to pick up Barbie, he stopped in front of the house and honked the horn for her to come out. Barbie's dad went out and said, "If you can't come to the door like a gentleman, my daughter can't go with you—get lost!"

Expectations

You expect things *for* yourself and *from* yourself. Others have expectations of you, too. Think about what your parents and the community expect from you in *different roles*. Complete the chart below. Some of these spaces may be difficult for you to complete. If you don't know the answers, this would be a good time to talk with your parents or a caring adult to help you complete them.

WHAT DO YOUR PARENTS AND THE COMMUNITY EXPECT FROM YOU SOCIALLY AND EMOTIONALLY IN THE FOLLOWING ROLES?

Role	**Social/Emotional**	**How Does This Expectation Feel?**
Student		
Daughter/Son		
Friend		
Self		
Other		

Answer the following questions:

a. Are there similarities and/or differences in the expectations you have for yourself and others have for you?

b. Where there are differences, does this now cause or do you anticipate that it will cause conflicts or problems?

CHAPTER FOUR — SELF ESTEEM

LESSON ONE — Self Assessment

How Well Do You Like Yourself?

Complete the survey below, using the following scores:

15 if it's true almost all of the time
10 if it's true most of the time
5 if it's sometimes true
0 if it's seldom true

_______ 1. I am kind and loving.

_______ 2. I am an optimistic person.

_______ 3. I make friends easily.

_______ 4. I am happy with my life the way it is.

_______ 5. I look forward to each new day.

_______ 6. I would rather be me than anyone else.

_______ 7. If I were someone else, I would choose me for my friend.

_______ 8. When I feel strongly about something, it feels good to express my feelings.

_______ 9. Regardless of my grades, I feel good about the work I do.

_______ 10. Other people treat me nicely most of the time.

_______ 11. My life is very interesting.

_______ 12. Most of the time I am in a good mood.

_______ 13. When I make a mistake I can laugh at myself.

_______ 14. My energy level is usually high.

_______ 15. I get plenty of exercise and eat well.

_______ 16. I am happy with the way I look.

_______ 17. If I were a person of the opposite sex, I would want to ask me for a date.

_______ 18. My friends and family value my ideas and listen to what I say.

Scale For Self Esteem

200-225	Very high self esteem, positive self-worth. You like yourself.
120-195	Self-esteem and self worth are good. You accept yourself and your life. Self image could be improved with conscious effort.
45 -115	Self esteem is so-so. Acceptance of yourself and your self worth is less than desirable. You need to work on improving your self image. You may want to practice being your own best friend and follow some of the advice given below.
Below 45	Very low self esteem and self worth. Health and personal growth could suffer. You need to develop relationships which give you encouragement and support. You also need to work on changing your own negative attitudes and behaviors. It might help to talk about this with someone you trust. Try to practice the advice given below.

One of the best ways to improve our self esteem is to be nice to ourselves. Begin saying nice things to yourself. Start each day with a positive comment to yourself about yourself and reinforce that comment throughout the day.

Surround yourself with positive people and people who are positive about you. Don't allow others to put you down.

Accept yourself as you are right now and begin to work to change those things that you don't like or want to improve about yourself.

Set goals for yourself — small, medium and large. Congratulate yourself as you accomplish even the smallest of goals.

Substitute "I can" and "I'll do my best" for "I can't" in your vocabulary. Begin to see yourself as successful and capable of reaching your goals.

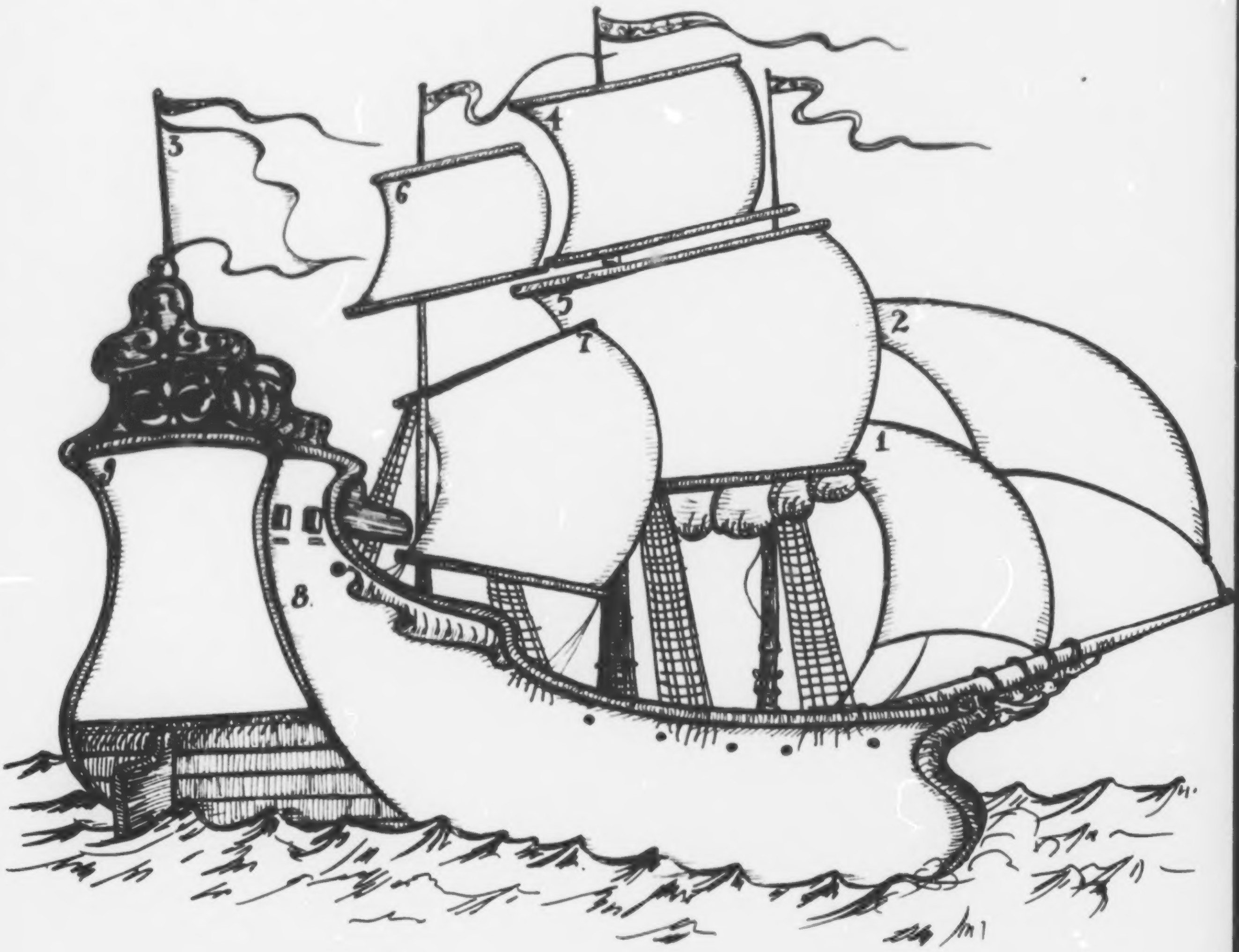
START NOW AND NEVER GIVE UP!

This exercise is adapted from *Adolescent Parent Resource Guide*, Ohio Department of Education, p. 73.

Personal Ship

Complete your Personal Ship by writing or drawing something in the numbered space which corresponds with the numbers below and would indicate the answers to the following questions:

1. My favorite possession
2. What I do best
3. Greatest success in the past 12 months
4. Unrestrained by money and commitments, what I would do in the next 12 months
5. Three words that best describe me
6. What I am really trying to get better at
7. Three successful experiences I've had in my life (fun and success)
8. Biggest mistake that I learned from
9. Three words I would like people to use to describe me



LESSON TWO — Positive Approach to Personal Empowerment

Write five CONCRETE things you can do to enhance your self esteem.

Here's an example which you may use if you'd like: I will take responsibility for my own life; my successes and my failures.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Now write one specific action you will take to improve your self esteem today! This example should be very concrete.

Now write one specific action you will take to enhance someone else's self esteem. This can be a friend or family member.

LESSON THREE — Self Talk

On the SHORT LINES below write your first and last name vertically, putting one letter on each line. On the longer line next to each letter, write a positive adjective that begins with that letter. For example, Mary: **M - marvelous, A - able, R - reliable, Y - youthful.**

First Name		Last Name	

Myself and Others Chart

	My Opinion of Me	Others' Opinion of Me
My Intelligence		
My Appearance		
My Goals		
My Talents		
My Personality		
My Responsibility		
I As a Friend		
I As a Parent (Now)		
I As a Parent (In the future)		

1. Are your opinions of yourself higher or lower than the opinions you perceive others have of you? Why or why not?

2. How do you feel about the similarities and/or differences?

In the space below write a positive self-talk phrase that you will begin to say to yourself each morning when you awaken. Record this phrase in your **Thoughts for Today** as well as here.

This exercise is adapted from *Adolescent Parent Resouce Guide*, Ohio Department of Education p. 78, printed with permission.

LESSON FOUR — Taking Charge

The following are definitions for **Assertive**, **Aggressive** and **Passive** behaviors:

Assertive: Standing up for yourself; acting in your own best interest but doing so with regard for others' feelings. Stating your thoughts, desires or feelings with

- clear, direct statements
- direct eye contact
- respect, showing concern for others' feelings

Aggressive: Saying what you think or doing what you want regardless of anyone else's feelings.

- pushing your views on others
- showing no respect for others' feelings or rights

Passive: Taking no action in order to avoid conflict. You have feelings and desires but you do not express them openly.

While being respectful of other people's rights, YOU HAVE THE RIGHT TO:

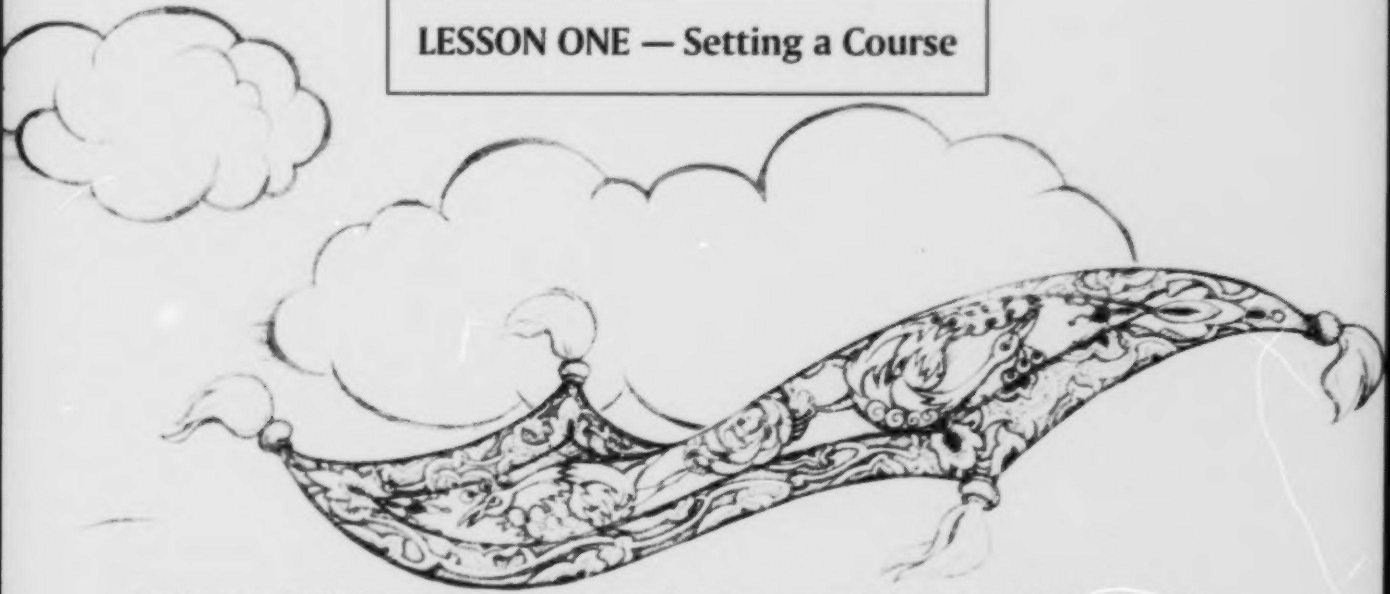
- Ask for what you want
- Refuse someone else's request
- Change your mind if you make a decision that isn't in your best interest.

Complete the following sentence: I think acting assertively is the best choice because

Write about a situation that has either happened to you or you see happening in your school or community. Think about how you could act assertively to be helpful. Refer to the definitions above to help you understand the term *assertive*. Put this on a separate piece of paper so you can turn it in to the teacher; however, you may also want to jot it down in the space below so that you can remember the situation you selected.

CHAPTER FIVE — CREATING YOUR DREAM

LESSON ONE — Setting a Course



During your Magic Carpet ride you envisioned a career or work that you might be doing in the future. Write that career or job in the Dream Cloud above and then answer the questions below:

Where do you see yourself living? ______

With whom are you living? ______

Are you a parent? ______

If so, how many children do you have? ______

What form of transportation do you have? ______

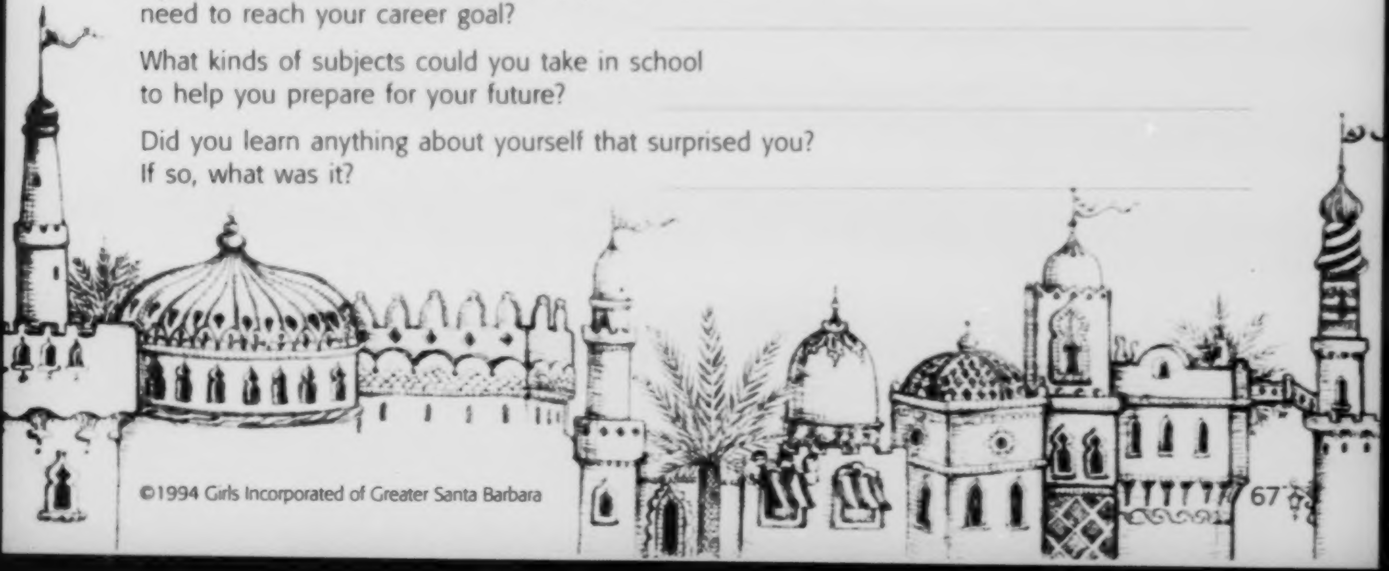
How do you feel about your dream? ______

Do you feel confident about your ability to fulfill your dream? ______

What kind of education do you think you'll
need to reach your career goal? ______

What kinds of subjects could you take in school
to help you prepare for your future? ______

Did you learn anything about yourself that surprised you?
If so, what was it? ______



LESSON TWO — Setting and Attaining Goals

Think of a time you've tried something new and accomplished or completed the task. In the space below write down what that was and how you felt.

____

____

____

In *Chapter One—Lesson One*, we talked about the **Explorer With A Plan**. Think about the Explorer you chose. As you think about that explorer, answer the questions below. Some of the questions may require some guessing on your part, but that's OK because we might not be absolutely sure of the answers.

List three short-term or small goals that the explorer had. After each goal, list how you think that person felt when she/he accomplished that goal.

1. ______________________________

Feeling: ______________________________

2. ______________________________

Feeling: ______________________________

3. ______________________________

Feeling: ______________________________

Do the same for long-range goals.

1. ______________________________

Feeling: ______________________________

2. ______________________________

Feeling: ______________________________

3. ______________________________

Feeling: ______________________________

Below list three short-term goals (things you want to accomplish by the end of the week). Beside each goal write one to three action steps that you will take to accomplish this goal.

When you complete these goals, come back to this page and write how you felt when this goal was accomplished.

Goal #1. ______

Action Steps: ______

Feeling: ______

Goal #2. ______

Action Steps: ______

Feeling: ______

Goal #3. ______

Action Steps: ______

Feeling: ______

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Now list three medium-range goals (things that can be accomplished within the next month). Beside each goal write one to three action steps that you will take to accomplish this goal.

When you complete these goals, come back to this page and write how you felt when this goal was accomplished.

Goal #1. ______________________________

Action Steps: ______________________________

____

____

____

Feeling: ______________________________

Goal #2. ______________________________

Action Steps: ______________________________

____

____

____

Feeling: ______________________________

Goal #3. ______________________________

Action Steps: ______________________________

____

____

____

Feeling: ______________________________

And finally list three long-range goals (things you can accomplish within the next year or two). Beside each goal write one to three action steps that you will take to accomplish this goal.

When you complete these goals, come back to this page and write how you felt when this goal was accomplished.

Goal #1. ______________________

Action Steps: ______________________

Feeling: ______________________

Goal #2. ______________________

Action Steps: ______________________

Feeling: ______________________

Goal #3. ______________________

Action Steps: ______________________

Feeling: ______________________

LESSON THREE — Personal Planning

Refer back to your "Dream Cloud" on page 67 of your workbook and list the career or occupation you want to plan for. Remember this may change many times as you learn and grow. You can do a plan for many careers as you change your mind.

Complete the career plan below. The first short-term goal is completed for you as an example. You complete the action steps and additional goals.

My Career Goal: ______________________________

Short-Term Goals:

1. Learn as much as possible about this career.

Action Steps:

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

2. ____________

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

3. ____________

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

Medium-Range Goals:

1. ____________

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

2. ____________

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

Long-Range Goal:

1. ______________________________
____

Action Steps:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Next look at your first short-term goal. Let's break it down into a real *work plan.*

Goal: Learn as much as possible about

Action Steps	By When:	Resources needed and/or who can help:
1. ____________________	________	______________________________ ______________________________ ______________________________ ______________________________
2. ____________________	________	______________________________ ______________________________ ______________________________ ______________________________
3. ____________________	________	______________________________ ______________________________ ______________________________ ______________________________
4. ____________________	________	______________________________ ______________________________ ______________________________ ______________________________
5. ____________________	________	______________________________ ______________________________ ______________________________ ______________________________

Use a form such as this to plan how you will achieve your goals. Perhaps you can't fill in all the spaces now but a work plan is something that is just that—a plan! You can add to it and you can change it. The page which follows is a blank work plan sheet. Copy it as many times as you need to to complete all your goals in the form of a work plan.

Work Plan

NORTH
R
R
ONLY
SCHOOL
SPEED LIMIT 55
STOP
ONE WAY

Name: ______________________________

Goal: ______________________________
____

Action Steps	By When:	Resources needed and/or who can help:
1.		
2.		
3.		
4.		
5.		

LESSON FOUR — Mastering Skills

1. In the space below make a list of things you have to do and attitudes you have to have to be able to "master a new skill."

2. Respond to the following statements:
   a. "The more you practice a new skill, the easier it becomes."

   b. "Fear of failure can prevent an individual from reaching his/her potential."

3. Write the name of at least one skill that you currently possess that you think is your most important skill and write a sentence or two to explain why this skill is so important.

Turn to page 209 and record this skill in your "Skill Box."

4. List at least three skills which you will need to master in order to graduate from high school.

5. List at least three skills which you don't possess today which you would need before you become a parent.

CHAPTER SIX — SKILL DEVELOPMENT

LESSON ONE — Communication

Read the following situations below and change the "you messages" to "I messages" using the example below to help guide you.

1. *State the feeling or problem*
   I feel very angry. . .
2. *Describe the behavior*
   . . . when I find dirty dishes all over the kitchen.
3. *Because*
   I don't think it is fair to the rest of the family.
4. *Explain what you want*
   I want you to go to the kitchen and do the dishes.

The key is to remember the following points:

- Feeling
- Behavior
- Why
- What

Name the feeling you are having, name the behavior that causes that feeling, state why that is so, and what you want to have happen.

You are a parent and your child is always leaving her toys all over the floor. You have spoken to her over and over. Finally one afternoon, you blow up and say, "You are such a bad child! You never do anything I tell you to do. You are making my life miserable!"

Instead you say:

State the feeling: *I feel* ______________________________

Name the behavior: *when* ______________________________

Why: *because* ______________________________

What: *I want* ______________________________

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Your boyfriend/girlfriend is always late. It really annoys you and you have told him/her so over and over. One day he/she is an hour late and you are really angry. You want to say, "You inconsiderate creep! You make me so mad! You never think about anyone but yourself!"

Instead you say:

State the feeling: *I feel* ______________________________

Name the behavior: *when* ______________________________

Why: *because* ______________________________

What: *I want* ______________________________

Below write a situation that is relevant to you or someone you know (do not use real names because you will be sharing this situation with a classmate).

Write the response (I message) that was given when you shared your situation.

State the feeling: *I feel* ______________________________

Name the behavior: *when* ______________________________

Why: *because* ______________________________

What: *I want* ______________________________

LESSON TWO — Active Listening

Complete the following:

Write *barriers* to effective communication.

Write *guidelines* to effective communication.

Record *feeling* words.

My communication strengths are. . . .

My communication weaknesses are. . . .

Look at the items you listed under weaknesses. List at least one concrete action you will take to improve your communication skills.

LESSON THREE — Decision Making

Record a decision-making model below: This should be the same model you used in *Chapter Four, Lesson Four.*

Write a situation in which you can use the decision-making model above. You will later develop a role play about this situation or a situation that one of your classmates suggests.

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LESSON FOUR — Refusal Skills

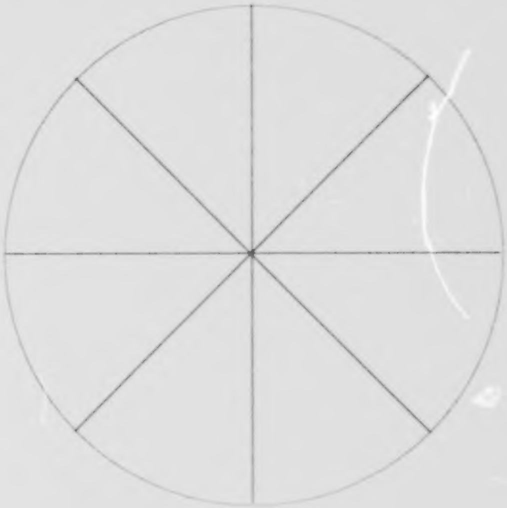
Write about a typical situation in which a person might need to refuse a request or change his/her mind.

Script a role play in which the main character refuses a request or changes his/her mind. Be sure you use good communication and assertiveness techniques.

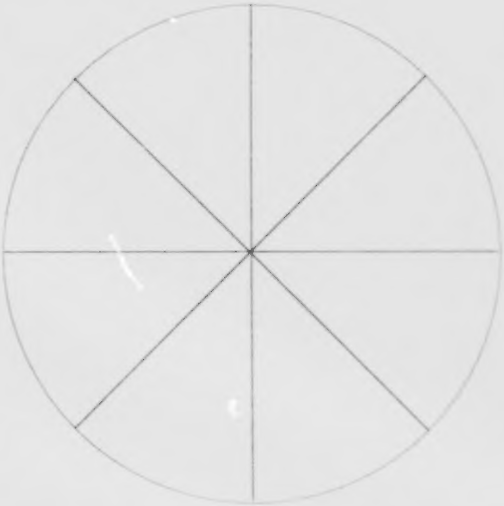
LESSON FIVE — Managing Time

Divide the circles below into "typical" days as labeled. Each circle is divided into eight equal sections so each section equals three hours. If you have activities that take less than three hours, subdivide some sections.

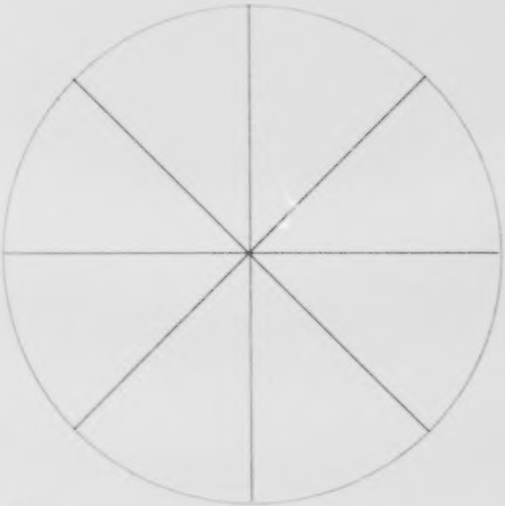
My Current Day



If I Were A Teenage Parent



My Ideal Day



Use your "Ideal Day" as a guide to help you plan your week. Fill in the first page with what you think you will be doing during the next week. Use the second page to record exactly what does occur.

Sample Weekly Planner

Sunday

____
____
____

Monday

____
____
____

Tuesday

____
____
____

Wednesday

____
____
____

Thursday

____
____
____

Friday

____
____
____

Saturday

____
____
____

Actual Week's Events:

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

LESSON SIX — Managing Your Mind

My Study Habits Self Assessment: Subjects, Grades, and Environment

Knowing how you feel about the subjects you are taking can help you design your study plan. Some students will want to tackle their "worst subjects" first and get them out of the way; others will want to tackle those subjects in small doses sandwiched in between subjects they like and enjoy. Completing the information below will help you focus on your likes and dislikes in school. Later you can use this information as you develop your study plan.

COMPLETE THE FOLLOWING:

The subjects I earn the best grades in are ______________________________

____

The subjects I earn the worst grades in are ______________________________

____

The subjects I like the best are ______________________________

____

The subjects I like the least are ______________________________

____

- Are the subjects you earn the best grades in, the ones you like the most or the least? ______ Why do you think this is true?

  ____

  ____

  ____

- How can this information help you design your study plan? (Refer back to this answer when you develop your study plan.)

  ____

  ____

  ____

Complete the assessment below. ***There are no right or wrong answers.*** **This is a tool to help you focus on the best study plan for you.**

THE BEST LEARNING AND STUDY ENVIRONMENT FOR ME IS . . . .

1. I enjoy learning most when
   ________ listening to a lecture
   ________ watching a demonstration
   ________ participating in an activity or demonstration
   ________ doing all of the above

2. I consider myself to be a
   ________ visual learner (see)
   ________ oral/auditory learner (speak/listen)

3. In class I like to sit
   ________ in the front
   ________ in the back
   ________ near the door
   ________ near the window

Assess why you answered the above question the way you did. Does the place you prefer to sit enhance your learning skills or detract from your learning skills?

4. In order to help me concentrate in class I should sit
   ________ in the front
   ________ in the back
   ________ near the door
   ________ near the window

5. I prefer to study
   ________ in the morning before school
   ________ in the afternoon
   ________ in the evening
   ________ on the weekends in larger blocks of time
   ________ every day for a shorter period of time

6. I study best
   ________ when I am alone
   ________ with a friend
   ________ in a study group

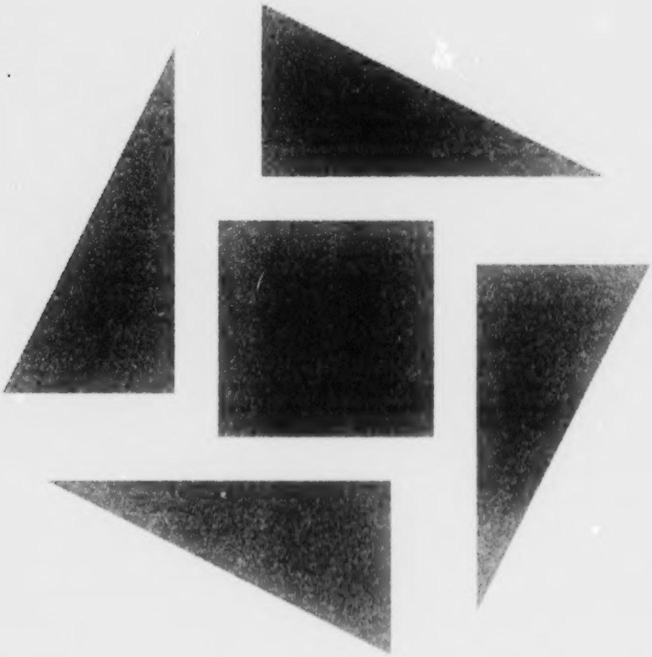
7. I seem to learn the most if I
   ________ study one subject for a long period of time until I get it
   ________ study several subjects for shorter periods of time alternating those subjects

8. The place I study the best is

________ at a library
________ in my room
________ in front of the TV
________ at school where I can ask for help if needed

9. I accomplish more when studying if I take a break

________ at least every half hour
________ at least once an hour
________ every two hours



ASSIGNMENTS FOR THIS WEEK:

NUMBER *ONE* PRIORITY: ______________________

SUBJECT: ______________________

ASSIGNMENT: ______________________

____

____

____

DAY & TIME TO BE DONE: ______________________

PLACE TO BE DONE: ______________________

WITH WHOM: ______________________

NUMBER *TWO* PRIORITY: ______________________

SUBJECT: ______________________

ASSIGNMENT: ______________________

____

____

____

DAY & TIME TO BE DONE: ______________________

PLACE TO BE DONE: ______________________

WITH WHOM: ______________________

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NUMBER *THREE* PRIORITY: ______________________________

SUBJECT: ______________________________

ASSIGNMENT: ______________________________

____

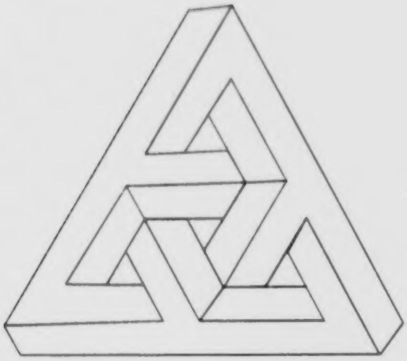
____

____

DAY & TIME TO BE DONE: ______________________________

PLACE TO BE DONE: ______________________________

WITH WHOM: ______________________________



LESSON SEVEN — Knowing When You Succeed

Remember the "Dream Cloud" that you did several lessons ago?

We are going to do some more visioning. This time we are going to think about success. Develop a vision of success for yourself and write it in the space below.

Success for me would mean. . . .

The following would contribute to my success. . . .

Perhaps during your life you have had a failure and that failure actually helped you succeed at a later time. Complete the following statement:

One way "failure" helped me succeed was. . . .

LESSON EIGHT — Choosing Your Guides

Our role models are the individuals we pattern our own lives after.

Name your role model(s): ______________________________

Why do you think of them as role models for you?

____

____

____

____

What are the three most important qualities you look for in a friend and/or a role model?

____

____

____

____

Look back to *Chapter Two, Lesson One,* page 41 of your workbook. There you will find your "Important People Tree." What are the qualities listed most often on your tree?

____

____

Compare those qualities with the ones you listed for your role model(s) and your friends. Are they similar or different? Why do you think this is so?

____

____

____

____

Conflict Resolution

1. *Conflict* is defined as a situation where two opposing forces or individuals have different viewpoints, ideas, interests, needs, or internal or external demands which result in a struggle. Resolution comes from the word resolve. *Conflict resolution, therefore, is working together to resolve a conflict.* When two or more people work together to resolve a conflict, they need several skills. Below list some of the skills a person might need to resolve conflicts.

Many times the action that precipitates a conflict is the last of many actions which have occurred previously: ***"The straw that broke the camel's back" syndrome!***

In order to help you understand what this means, read the example below.

2. Harry came home from school one day and threw his things down in the front hallway, where he knew they didn't belong. His mom saw them and exploded! He'd left them there everyday for the last week. Then, all she did was tell him to put them away. Why might she have blown up today?

Do you think this mom would have had this same reaction if this had only happened once? Probably not. Today was **"the straw that broke the camel's back!"** It happened one time too many.

3. How could this incident escalate into a conflict? Script the next events you think could lead to a major conflict between Harry and his mother.

Let's pretend that Harry and his mom have had a big fight as a result of the example we originally listed. It resulted in a major conflict for the reasons you listed. Harry was grounded. He was mad and thought it was unfair. His mother was mad and thought Harry was inconsiderate. Can Harry and his mom resolve this conflict?

Before Harry and his mom can resolve this conflict, both individuals need to understand what the problem is. Sometimes the problem is more than it appears on the surface. So the first step in **Conflict Resolution** is:

DEFINE THE PROBLEM

Using "I Messages" (refer back to *Lesson One* of this chapter) define the problem as seen by Harry's mom.

I feel
when
because
I want

Using "I Messages" define the problem as seen by Harry.

I feel
when
because
I want

Harry and his mom might resolve their problem if they used **REFLECTIVE LISTENING**. If they did, what feelings would be heard?

From Harry:	From Harry's mom:

Generate a **LIST** of **SOLUTIONS** that might be acceptable to Harry and his mom. As you make this list remember that all solutions do not have to be acceptable to both. After a long list is generated, then Harry and his mom will use **NEGOTIATION SKILLS** to compromise to find one solution that is acceptable to both individuals.

Cross out any solution that you think **WOULD NOT** be acceptable to both Harry and his mom. Do you have one or more solutions left? If not, you will have to use patience and perseverance as you think of more solutions and work to find a compromise. Remember that *compromise* means that each party may have to make concessions. When you have completed this process one or more times to **FIND AN ACCEPTABLE SOLUTION**, write your solution in the space below.

Once the solution has been identified, imagine how Harry and his mom would **IMPLEMENT THE SOLUTION** and **EVALUATE** how that implementation might work.

Don't forget the three "Ps" — Patience, Perseverance, and Practice!

The steps to **Conflict Resolution** are:

DEFINE THE PROBLEM
- **Use "I Messages"**
- **Practice "Reflective Listening"**

LIST SOLUTIONS

USE NEGOTIATION SKILLS
- **Select a Solution**
- **Implement the Solution**
- **Evaluate the Results**

Think of a recent conflict you have had. How did you resolve it? Did you use effective conflict resolution? If so, what were the results? If not, using the steps of conflict resolution, think about what might have happened if you did use this skill.

In your **Thoughts for Today** write what happened when you used conflict resolution. If you did not use conflict resolution, write what you think the result would have been if you did use this skill.

DON'T FORGET TO PUT YOUR NEW SKILLS IN THE SKILL BOX!

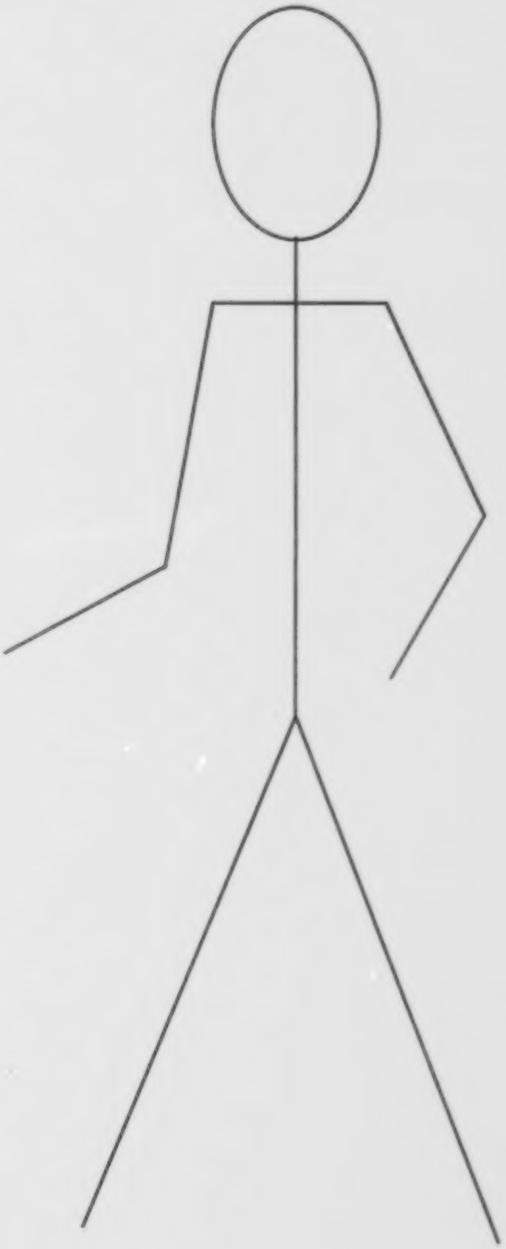
LESSON NINE — Managing Adversity

Complete the following:

List the three most important skills you think a teenager needs to have to cope with adversity.

In addition to those listed above, list three skills you think a teenage parent needs to have to cope with adversity.

Dress the stick figure in the skills a teenager needs to deal with adversity.



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LESSON TEN — Commitments

Below list some of the types of commitments and/or contracts that a teenager might have. These may or may not pertain to you personally.

Commitments to self:	Commitments to/with others:
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

Select one commitment from each list and in the space below, write a short paragraph to explain what that commitment would require of the teenager. What skills would the teenager use in meeting the commitment?

Self: ______________________________________

____

____

____

Others: ______________________________________

____

____

____

____

Think of a personal commitment you would like to make to yourself. Write the commitment below.

The commitment I would like to make to myself is ______________

____

____

In order to make this commitment seem more concrete, use the space below to develop a contract with yourself. Have it witnessed by a classmate, teacher or family member.

Name: ______________________________
Address: ______________________________
Date of Contract: ______________________________

Intent or purpose of contract:
I, ________________, hereby make a commitment to
____
____
____
____

In order to accomplish the above, I
________________, will take the following action
(include the date if applicable):

______________________ by ____________(date).
______________________ by ____________(date).
______________________ by ____________(date).

Signed: ____________________ Date: __________

Witnessed by: ________________ Date __________

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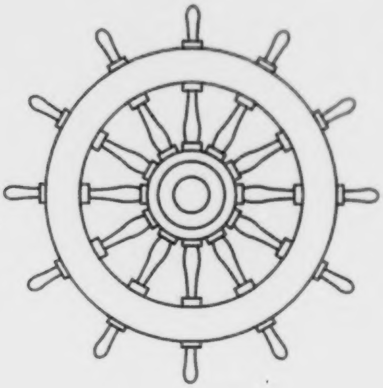
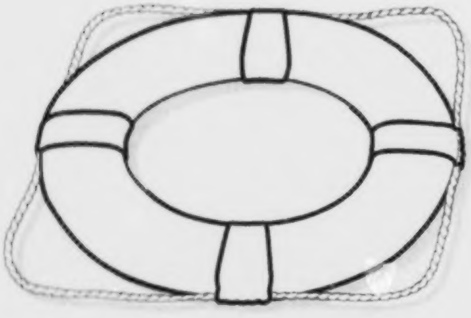
Commitments a teenage parent might make that would be different from those of an adolescent who is not a parent:



To Self:

To Partner:

To Child:



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Think of a commitment you would like to make to someone else. This may be a friend, a teacher, or a family member. Talk with that person to learn a commitment they are willing to make to you. Write the commitment you both agree on below:

The commitment we would like to make to each other is

In order to make this commitment seem more concrete, use the space below to develop a contract between the parties involved. Have it witnessed by someone other than the parties involved in the commitment. Each person should have a copy of the contract.

Name:
Address:

Name:
Address: Date of Contract:

Intent or purpose of contract:

I, , and I, , hereby

make a commitment to

In order to accomplish the above, I ,

will take the following action (include the date if applicable):

by (date)
by (date)
by (date)

In order to accomplish the above, I , will take the following action (include the date if applicable):

by (date)
by (date)
by (date)

Signed: Date:
Signed: Date:
Witnessed by: Date:

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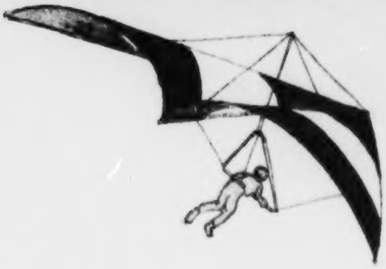
NOTES



BOOK THREE

Family and Values

CHAPTER SEVEN — PERSONAL INTEGRITY

LESSON ONE — Values and Role Models

The line below represents your life. Write the date you were born on the line directly below *Date of Birth*. Then write today's date directly under *Now*. On the line between *Date of Birth* and *Now*, write the dates of significant events that have happened in your life, making a note of what each event was. (Example, 1990, won the City Basketball Tournament). Also make a note of a person who was instrumental in making that event special. Do not write anything under *Distant Future*. We will do that later.

Date of Birth (Date)	Now (Date)	Distant Future

Who are some of your role models or the people who influence your life the most?

What are some things you have learned from these people?

What values do you have now that are a result of your past relationships and experiences?

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LESSON TWO — Beliefs and Behaviors

Write the definition of values as established by your class:

Values are ______________________________

Complete the lists below. As you think of the people you value, think of the qualities that they possess that cause you to value them. (You may want to refer to your "Important People Tree.")

PEOPLE I VALUE: (3)	**REASONS I VALUE THAT PERSON:**

THINGS I VALUE: (3)	**REASONS I VALUE THOSE THINGS:**

PRINCIPLES I VALUE: (3) **REASONS I VALUE THOSE PRINCIPLES:**

Interview a person from your "Important People Tree" on page 41. Record his/her responses below.

Values are . . . .

Complete the lists below. As you think of the people you value, think of the qualities they possess that cause you to value them. You may want to refer to your "Important People Tree."

PEOPLE I VALUE: (3) **REASONS I VALUE THAT PERSON:**

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THINGS I VALUE: (3)

REASONS I VALUE THOSE THINGS:

PRINCIPLES I VALUE: (3)

REASONS I VALUE THOSE PRINCIPLES:

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LESSON THREE — Values Survey

Read the statements below and decide which column matches your feelings about that statement. In the appropriate column, enter 15 if your answer is *very true*, enter 10 if your answer is *sometimes true*, enter 5 if your answer is *not sure*, and enter 0 if your answer if *not true*. Enter only one score per statement.

Interests and Values Survey

	Very True (15)	Sometimes True (10)	Not Sure (5)	Not True (0)
1. I like being the person in charge of a group.				
2. I like watching educational programs on TV.				
3. Taking risks makes me feel stressed.				
4. I want to decide when I clean my room and do my homework.				
5. It is more important to make a lot of money than to enjoy the job I am doing.				
6 I would rather own an expensive new bike than take piano lessons.				
7. I like reading so I can know more about things.				
8. I would rather spend time with my friends than go to a museum with my family.				
9. I hope to be a movie or TV star someday.				
10. When I grow up I want to travel to Europe and China.				
11. Eating dinner with my family is important to me.				
12. I like learning something new.				
13. Someday I would like to be the president of my class.				

	Very True (15)	Sometimes True (10)	Not Sure (5)	Not True (0)
14. My friends are more important than my allowance.				
15. I like the feelings I have when I achieve something successfully.				
16. I would not help someone cheat on a test, even if they paid me a lot of money.				
17. If I were on the track team, I would want to be the captain.				
18. Being able to buy anything I want would be the best thing about being a grown up.				
19. Someday I would like to be able to help people who are less fortunate than I.				
20. I think it's important to understand and appreciate music and art.				
21. Being able to travel anywhere I want would be the best thing about being a wealthy person.				
22. I enjoy making something myself.				
23. I often take chances and I enjoy the feelings I have when I do.				
24. I try to learn something new every day.				
25. When I grow up I want to own a lot of property.				
26. When I get something new, I often think, I could make that myself.				
27. Someday I want to be famous.				
28. I enjoy helping raise money for organizations that help underprivileged children.				
29. Whenever I receive money for a gift, I save some of it.				
30. If someone offered to give me the answers to a test, I would refuse them.				
31. I like to go to movies with my friends.				

	Very True (15)	Sometimes True (10)	Not Sure (5)	Not True (0)
32. I don't like it when my parents tell me what to do to help around the house; I would rather think of the chores I want to do myself.				
33. I think it's a bad investment to buy a lottery ticket.				
34. It's more important to work with people I can talk to every day than to work in a job where I would work alone.				
35. Someday I want to be my own boss.				
36. It's important to be recognized for things I do well.				
37. I would rather visit the Grand Canyon than go to a football game.				
38. I like to give my opinions and I get upset when people won't listen to me.				
39. I get bored if I am not doing something.				
40. It's OK to break a rule if doing so will help someone who really needs help.				
41. When I grow up I want to have a lot of money.				
42. I think it's more important to spend tax dollars on parks and museums than on building a shelter for homeless people.				
43. I think it would be fun to be an inventor.				
44. When I see a beautiful sunset I want to take a picture of it.				
45. When I do something wrong I feel guilty.				
46. Sometimes I feel afraid that people won't like me.				
47. I would rather take an easier class if it means I can get a good grade than take a more difficult class if it means I might get an average grade.				

	Very True (15)	Sometimes True (10)	Not Sure (5)	Not True (0)
48. People who have a lot of money are happier than people who have average incomes.				
49. My friends know they can talk to me about their problems and I enjoy helping them.				
50. When I think of going on a vacation I think of doing something adventurous.				
51. When I grow up I will spend more time with my family than I will spend working.				
52. I want to be able to visit all of the states in the country in my lifetime.				
53. I would rather work in a job where I am already established than accept a higher paying job where I may have to prove myself.				
54. I would rather give a gift I have made than one I have purchased.				
55. I enjoy spending time with my parents and I can tell them how I feel.				
56. I think I am creative.				
57. If I won $1,000, I would spend the money to travel.				
58 When I learn something new, it is fun!				
59. I often think about what I could do to help people who are experiencing hard times.				
60. I often feel upset when someone tells me what to do.				
61. It is more important to feel good about the quality of my work than it is to please others.				
62. I think it would be fun to serve on a jury so I could make sure people pay for the crimes.				
63. I want to have my own family when I grow up.				
64. I would like to know how computers work.				
65. I like activities that I can do with my friends.				

	Very True (15)	Sometimes True (10)	Not Sure (5)	Not True (0)
66. When people want my help, I feel good.				
67. Family time is important to me.				
68. I can't imagine being single all of my life.				
69. I like to spend my own money to fix up my room.				
70. I would like to have my picture in the newspaper.				
71. I like to decide things for myself.				
72. Someday I would like to be famous.				
73. I would rather live where I do now than move to a new city and go to a new school.				
74. I spend some of my free time doing creative things with music or art.				
75. I would rather go to a restaurant that I like than go to a new restaurant.				
76. I believe families should be close.				
77. Being consistent is more important than trying new methods.				
78. I would spend the summer with a relative I have never met.				
79. Working as a volunteer is rewarding.				
80. I would spend my money for a work of art.				
81. If my friends are doing something that I think is wrong, I will go home.				
82. I think I would like to learn to write music or poetry.				
83. I enjoy learning about historical events.				
84. Going to parties is a worthwhile use of my time.				
85. I think people should know about it when I do something I am proud of.				

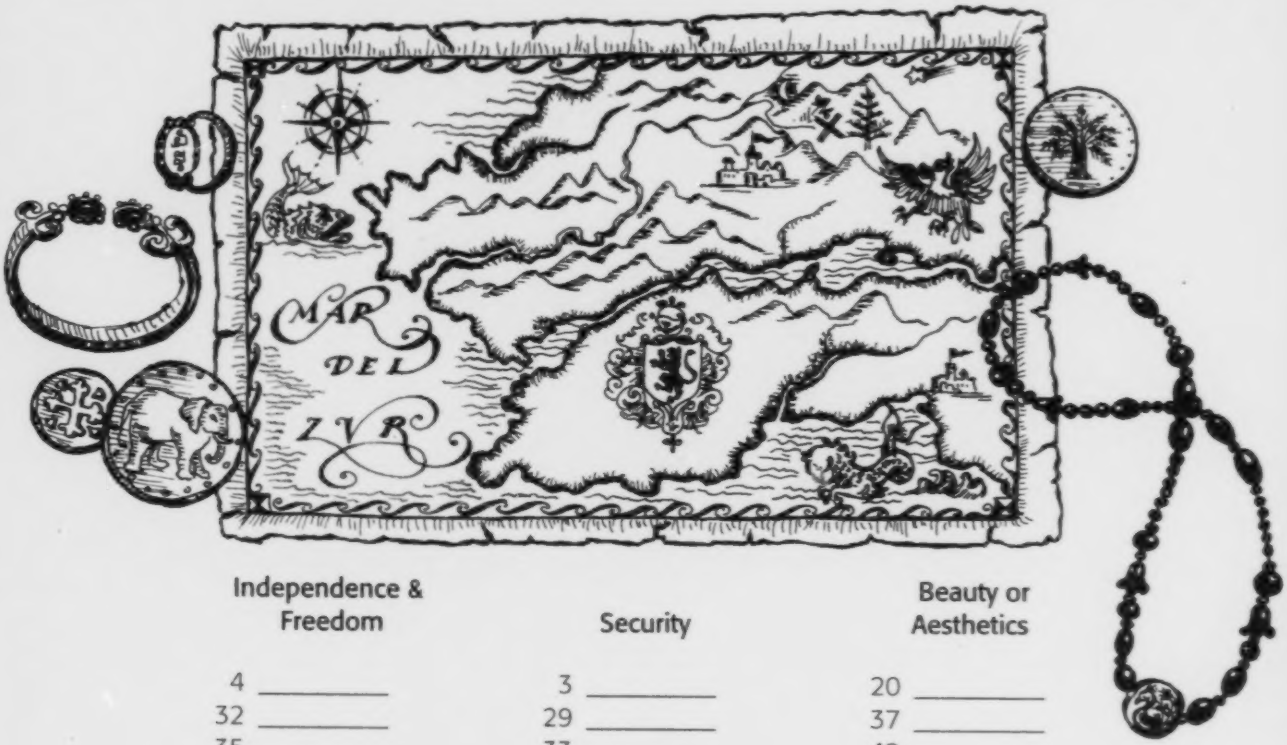
	Very True (15)	Sometimes True (10)	Not Sure (5)	Not True (0)
86. I would like to learn mountain climbing.				
87. Someday I would like to see my name in the history books.				
88. When the teachers ask for tutors to help younger students, I usually volunteer.				
89. I enjoy playing games that help me learn facts.				
90. I enjoy visiting art museums more than shopping or sports.				
91. Someday I want to be rich enough to buy the most expensive car.				
92. I would like to learn to sail a boat.				
93. I think I am good at making things.				
94. My family is important to me.				
95. I would rather live simply than have a lot of things to take care of.				
96. If I were a member of the school newspaper, I would want to be the editor.				
97. I would like to be able to buy the most expensive shoes and clothes.				
98. Taking care of needy people is everyone's responsibility.				
99. I have good organizational skills.				
100. I would like to be chosen as the most popular student in my school.				
101. It is important for family members to talk to each other about their feelings.				
102. I would rather do a task by myself than with other people.				
103. Knowledge is power.				
104. I would rather be the principal than just a teacher.				

On the line next to each number listed below, write the numerical value you gave to the response you selected for the corresponding statement. For example, if you entered number 10 under the *Not Sure* column for statement number 11, you will enter number 10 on line number 11 below. When you have completed entering all of the numbers, total each of the columns below.

Family	**Adventure**	**Creativity**
11 ________	10 ________	22 ________
51 ________	12 ________	26 ________
55 ________	21 ________	43 ________
63 ________	23 ________	54 ________
67 ________	39 ________	56 ________
76 ________	78 ________	74 ________
94 ________	86 ________	82 ________
101 ________	92 ________	93 ________
Total ________	Total ________	Total ________

Power	**Moral Judgment & Personal Consistency**	**Recognition**
1 ________	15 ________	9 ________
13 ________	16 ________	27 ________
17 ________	30 ________	36 ________
38 ________	40 ________	70 ________
62 ________	45 ________	72 ________
96 ________	61 ________	85 ________
99 ________	77 ________	87 ________
104 ________	81 ________	100 ________
Total ________	Total ________	Total ________

Knowledge	**Money or Wealth**	**Friendship & Companionship**
2 ________	5 ________	8 ________
7 ________	6 ________	14 ________
24 ________	18 ________	31 ________
58 ________	25 ________	34 ________
64 ________	41 ________	46 ________
83 ________	48 ________	65 ________
89 ________	91 ________	68 ________
103 ________	97 ________	84 ________
Total ________	Total ________	Total ________



Independence & Freedom

4 ____________
32 ____________
35 ____________
52 ____________
57 ____________
60 ____________
71 ____________
102 ____________
Total ____________

Security

3 ____________
29 ____________
33 ____________
47 ____________
50 ____________
53 ____________
73 ____________
75 ____________
Total ____________

Beauty or Aesthetics

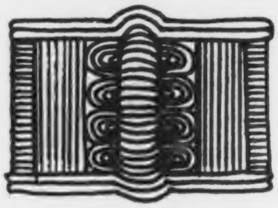
20 ____________
37 ____________
42 ____________
44 ____________
69 ____________
80 ____________
90 ____________
95 ____________
Total ____________

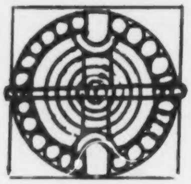
Helping Others

19 ____________
28 ____________
49 ____________
59 ____________
66 ____________
79 ____________
88 ____________
98 ____________
Total ____________

Now, enter the categories and the score for each category *in order, listing the category with the highest score first, the category with the next highest score second, etc.*

Category:	**Score:**





This exercise is adapted from *Choices*, Copyright Girls Incorporated of Greater Santa Barbara, Advocacy Press, Santa Barbara, CA 1983.

Read the descriptions of the categories for which your scores ranked number *one*, number *two* and number *three*. These are the areas which more than likely reflect your values at the present time. Remember, though, you are still developing your decision-making skills. If you take this survey again in a few years, you may find that your interests have changed.

Family

Someone with a very high score in this category greatly values the closeness of relationships. Parents and children feel close to each other and spend time together. *Family* can also mean other persons or friends who are close to you, if you choose not to join a traditional family. Your inner circle of acquaintances is important. You are a people person. If you score high in this area, you will want a job that allows you plenty of time to enjoy family and friends. Your work hours should be consistent and predictable. You may enjoy a career in counseling, child care, or elder care. You probably would not be happy as a traveling sales representative, an airline pilot or a data entry person who works alone.

Knowledge

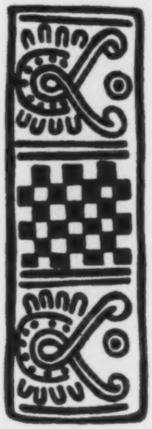
For people who rate high in this category, learning is a lifetime event. Some examples of careers for people who value *knowledge* are teaching, research, journalism, and museum work. You probably enjoy reading and watching educational programs on television, and your passion for knowledge can be fulfilled during your non-work hours as well as in your career.

Adventure

Careers that allow you to travel may be just right for you if *adventure* was one of your high-ranking categories. You will probably want to experience a certain degree of risk in your career. A job which depends upon the routine completion of daily tasks and a rigid schedule would more than likely seem boring to you. You will want a lot of variety and excitement in your job! Tour guides, flight attendants, fishermen, police officers and fire fighters would probably fall under this category. Do people who want adventure make effective spouses and parents? You would need a spouse and children who understand and accept your need for adventure, but it's not impossible to have both!

Power

You have the ability to sell your ideas, and other people respect you and follow you. Assuming leadership roles is a "natural" for you and you enjoy facilitating change and seeing your goals accomplished. People who value *power* often have a goal to become the head of an organization. While you may not be able to assume a power position immediately, you are the kind of person who will work extra hours and assume more responsibility to receive promotions to higher levels in an organization. You may also want to start your own business in which you are the boss. People who enjoy power are often involved in politics.



Moral Judgment and Personal Consistency

You are the kind of employee who will focus on the laws and policies which govern society and the workplace. You may find yourself working for a non-profit organization which is in line with your personal values. For instance, if you are concerned about the environment, you may be involved in an organization which recycles paper and other disposable products. You may also become a community volunteer who serves an organization which helps people, if that is your interest.

Friendship and Companionship

Working with others in a team environment will work well for you if friendship and companionship are your strong suit. You are outgoing and people enjoy being with you. Spending time with your friends and family is important to you, so you will want a job which allows for personal time. You may want to think of a job that allows flexibility in scheduling your work hours. Some examples are private counseling, sales, public relations, business consulting, and public service.

Recognition

You thrive on being noticed by other people. You want to be recognized for your abilities and your talents. You will work hard to develop your talents so that you stand out from the rest. Not everyone who falls into this category is a famous movie star or musical talent. You may enjoy being a local radio or television personality. Often people who fall into this category find ways to be a star in their own work environment or community. Who are some of the stand-outs in your school?

Money or Wealth

The amount you earn is the primary motivator when this is your highest scoring category. You will want to work hard in school so you can qualify for jobs which pay the highest salaries. Often these careers require many years of education and hard work. They usually begin to pay off in middle age. If *money and wealth* is your first category, you will want to be sure you think of how you can balance your other interests while you are devoting the next several years to your education and career development.

Independence

You will want to be able to set your own hours if *independence* is your highest value because you probably won't do well in a job that has a rigid work schedule. You could find the flexibility you need in real estate or insurance sales. Some people who work on a free-lance basis are consultants, painting contractors, designers, plumbers, hair stylists, writers and musicians. Those who value independence will want to have the freedom to approach their work when and how they choose!

Security

People who desire security have traditionally held positions in government and well-established corporations. Some examples are the telephone companies, postal service, electronics manufacturers, and the aeronautics industry. However, due to a changing economy, even those jobs have been less secure in recent years. If you value *security* be sure you have a good education and a variety of skills. People who continue to educate themselves and receive up-to-date training in their job skills have a better chance of securing a new job if they are laid off.

Creativity

Creativity is a skill that is used in many career fields. Decorating homes, designing buildings and landscapes, drawing, painting, writing, are all forms of creativity. *Creativity* is required in jobs that involve problem solving and planning also. Highly creative individuals are valued employees when their skills are focused on the work at hand.

Aesthetics

Do you enjoy beautiful people, places and things? If so, you will be happier working in a setting that is pleasing to the eye. Your work environment is almost as important to you as the work you are doing. Try matching your skills with this value. Perhaps you would like to be a hair designer or an art dealer. Or, you may enjoy a job in the out-of-doors as a horticulturist or park ranger.

Helping Others

If you enjoy making others happy, you will be attracted to one of many positions in the service industry. You could be a recreation director, a youth worker, an activities director in a rehabilitation hospital, a psychologist, a physical therapist, or a sales person. The options in this field are unlimited! You will want to feel appreciated by those you help.

LESSON FOUR — Values as Guides

Lara wants a new watch. She asked each of her parents, who are divorced, to buy it for her. Her dad said to have her mother buy it from the child support payments he gives her. Her mom said to ask her dad because he doesn't give them enough money to buy a watch. Lara doesn't want to be caught in the middle of her parents' arguments, so she decides to steal the watch and tell each parent that the other one bought it for her.

Mike wants to have a "stripe" cut in his hair. All of the guys on the track team are having it done by one of the mothers who is a beautician. Mike asks his mom if it's OK and she says, "No way! This is your senior year and I don't want our relatives and friends to see you that way on graduation day." The night before the track meet Mike has his hair cut. On the day of the meet, his mom sees the stripe on his nearly-shaved head.

Norma's best friend, Monique, told her that she really likes Todd. Norma likes Todd, too, but her friendship with Monique is more important to her. When Todd asks her to go out she tells him, "I'm busy that night, but I think Monique might be interested in going with you."

Tony's dad wants him to go on a camping and fishing trip with him. Tony doesn't really like to fish, but it's his dad's favorite sport. Tony explains this to his dad and asks if there is something else they could do that they might both enjoy. They decide to go backpacking instead.

Ben hasn't seen or talked to his mother for years. She left the family when he was only three years old and now he is fifteen! He is curious about her, but he is also very angry because she has not shown any interest in Ben or his sisters. His mother has cancer and she wants to make peace with her family. Ben doesn't think it's his problem and he refuses to see his mom.

LESSON FIVE — Choosing a Friend

Listed below are descriptions of seven teenagers. Rank in order with #1 being the person you would most likely choose for your best friend, #7 being last. Think about the qualities they possess that made you choose them first or last. Now rank the other individuals 2-6.

Bossie Beatrice She is quite a leader. She is always telling everyone what to do and how to do it.

______

Positive or Negative Qualities: ______________________________

Helpful Hannah She is always there to give anyone and everyone a helping hand. She always does it with a smile.

______

Positive or Negative Qualities: ______________________________

Fearless Frank He's the daredevil of the group. He is always doing exciting things and encouraging everyone else to do so too. He really is funny and fun to be around.

______

Positive or Negative Qualities: ______________________________

Popular Penelope She is beautiful and popular. She is not very friendly with people who aren't in her crowd even though she's the homecoming queen.

______

Positive or Negative Qualities: ______________________________

Smart Sam Sam is a genius! He makes straight As. Even though his studies come first, he's a pretty regular guy and friendly, too.

______

Positive or Negative Qualities: ____

Bully Bart Bart is always pushing people around. He cuts in line and then threatens you if you complain. He is always looking for a fight.

______

Positive or Negative Qualities: ____

Creative Cathy Everything that Cathy wears matches. She doesn't even think of going out of the house unless her hair looks perfect. She helps the teacher with the bulletin boards and is very concerned about the way things look in the classroom.

______

Positive or Negative Qualities: ____

Qualities That Are Important to Me!

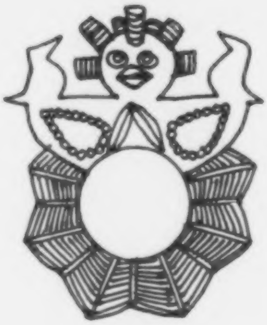
List the five qualities you consider most important in

SAME SEX FRIEND	OPPOSITE SEX FRIEND	TYPE OF PERSON YOU WOULD CHOOSE AS A MATE
1. ________________	1. ________________	1. ________________
2. ________________	2. ________________	2. ________________
3. ________________	3. ________________	3. ________________
4. ________________	4. ________________	4. ________________
5. ________________	5. ________________	5. ________________

What's the Most Important Quality a Person Can Have?

Girls Say About Guys

Good, great or awesome personality	38%
Honesty/sincerity	12%
Sense of humor	8%
Caring personality	5%
Sensitivity/tenderness	4%



Guys Say About Girls

Good, great or awesome personality	39%
Good looks	10%
Sense of humor	8%
Honesty/sincerity	6%
Intelligence	5%

Results of a national survey taken by *Seventeen* magazine:
(Love & Sex in the '90s: November, 1991)

Qualities That Are Important to Me!

List the five qualities you consider most important in

SAME SEX FRIEND	OPPOSITE SEX FRIEND	TYPE OF PERSON YOU WOULD CHOOSE AS A MATE
1. ____________	1. ____________	1. ____________
2. ____________	2. ____________	2. ____________
3. ____________	3. ____________	3. ____________
4. ____________	4. ____________	4. ____________
5. ____________	5. ____________	5. ____________

LESSON SIX — Congruency

Read the statement below and decide whether you *strongly agree, agree,* are *neutral* or *unsure, disagree* or *strongly disagree* with the statement as written.

	SA	A	N	D	SD
Education is not really that important because many successful people didn't go to school.					
Smoking marijuana is OK because it should be legalized anyway.					
Everyone is joyriding these days. People should expect to have their cars stolen; that's why they have insurance.					
Getting an education is the best way to assure a positive future.					
Having a baby wouldn't be so difficult; there are lots of people to help you take care of a baby.					
If a pregnancy results from sexual activity, the male is equally responsible for the care and support of the baby.					
If you are high or drunk when you engage in risky sexual activities, you shouldn't be held responsible.					
Television is responsible for most of the increase in violence.					
It's OK for a guy to have sex with a girl if she is drunk.					
Sharing homework is OK because what is really important is that we learn the information.					
Capital punishment should not be permitted in our country.					
Juveniles should not be permitted to carry a gun except for a legal purpose when accompanied by an adult.					
All semi-automatic guns should be banned.					

	SA	A	N	D	SD
Health care should be provided for every citizen.					
Welfare recipients should complete community service for their payments.					
Parents should be held responsible for their children's actions.					
Our country should not spend so much money on foreign aid.					
Convicted criminals should lose all their rights.					
In our country today, a criminal's rights are more important than the victim's.					

CHAPTER EIGHT — PERSONAL AND FAMILY RELATIONS

LESSON ONE — The Changing American Family

In the space provided below complete the following statements:

WHAT FAMILY MEANS TO ME:

WHAT FAMILY PROVIDES FOR ME:

WHAT I WANT TO PROVIDE AS A PARENT:

In the space below compare a TV family of the '50s, '60s, or '70s with a TV family today:

Yesterday's Family: ______________________________ Decade: ________

Describe the family ______________________________

____

____

____

Positive qualities:	Negative qualities:
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Today's Family: ______________________________ Decade: ________

Describe the family ______________________________

____

____

____

Positive qualities:	Negative qualities:
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

A Bill of Rights for Children

We believe that every child has the following rights:

- To be wanted and planned for by the parents.
- To be reared by parents who have been trained in the skills of parenting.
- To be provided with the best possible environment in which to grow and develop in the uterus of the mother. (This refers to the period between conception and the actual birth.)
- To be provided with the proper nutrition. (This also applies to the nutrition of the mother during the period of pregnancy.)
- To be protected against injuries, to the extent that they can be prevented by reasonable care and foresight.
- To live in an uncrowded, peaceful, clean, secure home.
- To have clean clothing, suitably adapted to the weather, and adequate sanitary facilities.
- To receive warm, loving, patient and skillful care by the parents.
- To receive a large number and variety of learning experiences, including opportunities to explore the environment within reasonable limits.
- To receive proper immunizations at the appropriate times.
- To be protected against abuse and neglect. If parents cannot or will not meet reasonable standards in this respect, then the agencies of society must step in to do whatever is necessary to correct the mistreatment.

The United Nations Declaration on the Rights of the Child also includes the following rights in addition to the ones we have listed:

- A name and nationality.
- Special care if handicapped.
- To be among the first to receive relief in time of disaster.
- To learn to be useful members of society.
- To be brought up in a spirit of peace and universal brotherhood.
- To enjoy all of these rights, regardless of race, color, sex, religion, national or social origin.
- To receive good medical care.
- To attend a good school at the proper age, and to receive the instruction and motivation that, together with other life experiences, will help each individual to develop to the limits of his or her innate capabilities.

This exercise is adapted from Gordon, Sol & Wollin, Mina "Parenting," Oxford Book Company, Inc., New York, NY, 1983 p. 28.

LESSON TWO — The Many Roles of a Parent

List in order below the roles of a parent that you feel are the most important to the least important. Next to each of those roles list the corresponding responsibilities.

Roles of a Parent	Responsibilities of that Role

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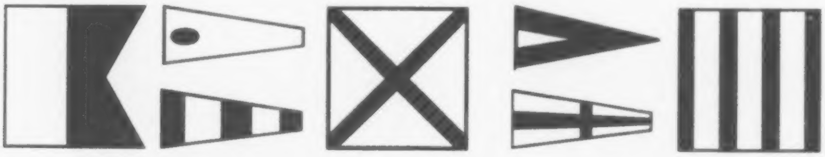
LESSON THREE — Teen Fathers Count and Should Be Counted

Read the statement below and decide whether you *strongly agree, agree,* are *neutral* or *unsure, disagree* or *strongly disagree* with the statement as written.

Statements:

	SA	A	N	D	SD
Teenage fathers who do not marry the mother want to avoid the responsibility of parenting.					
Teenage mothers should not have to be totally responsible for their child's care and upbringing.					
Teenage fathers have as many problems with parenting as teenage mothers.					
Teenage mothers have more power than teenage fathers over their children.					
The kind of parent a person becomes depends upon the kind of parent the person had.					
Teenage fathers are not marrying their children's mothers, due to the lack of employment and resultant income to provide for the family.					
In today's society it is accepted that teenage fathers are NOT responsible for the children they father.					
Most teenage fathers want to care for the children they father.					



LESSON FOUR — Parenting Requires Sacrifice

Below are some Case Studies that involve individuals who are faced with making some sacrifices because they are parents. As you read the Case Studies, think about how the sacrifices would affect the parent(s), the child, and maybe even society now and in the future.

Terrance and Sophie have been married for six months. Terrance works at a local service station and is a high school dropout. Sophie has just entered her junior year in high school and is going to have a baby in November. Terrance and Sophie have agreed that she will drop out of school to take care of the baby. Now Sophie has decided that she wants to try to finish the semester by completing her work at home and return to school in January. Terrance is concerned about the effect it will have on the baby if Sophie isn't at home all the time.

Darren and Ellie are fifteen and have been dating for six months when Ellie finds out she is pregnant. Ellie wants to have an abortion and Darren wants her to have the baby. He says that it is his baby too and that she doesn't have a right to have an abortion if he doesn't want her to. Comment on the following options:

- Ellie agrees to have the baby and put it up for adoption. She says if Darren wants the baby his parents can adopt it.
- Ellie says she doesn't care what Darren wants. It is her body and she can do whatever she wants.
- Ellie says she will have the baby if Darren marries her and drops out of school so he can support her and the baby.

Clarissa is sixteen years old and has a 12-month old baby. She used to be very popular and go out a lot but now she has very few friends. She has the sole responsibility for her baby and has no one to help her. She would like to go out once in a while but her friends do not like it when she brings the baby along. She doesn't trust anyone else to care for her baby so she doesn't have a baby sitter. She also doesn't have any extra money to pay a sitter.

Sheila and Dave are married and they are both still in school. Sheila wants to have a baby now because she wants to have a big family, so she thinks they should get started. Dave wants to go on to college and wants Sheila to think about it too. He says they will be better able to support a big family if they both get an education. He also still likes to party and even though he is married he is not sure he is responsible enough to be a parent.

Tara was an honor student and looking forward to going to college. She was sure she would get a scholarship to the university because not only were her grades outstanding but she was also a member of the student council, on the varsity volleyball and track teams, and a member of the debate team. She was also very active in her community as a volunteer at the hospital and a member of Teen Town Hall. She recently found out that she is pregnant. She has spoken with several people and has received the following advice:

- Have the baby and put it up for adoption.
- Have the baby, keep it, and get her GED. Then she can go right to work.
- Have an abortion.

What Would You Do?

In the space below, write a paragraph about how your life would change if you found out today that you were going to become a parent this year. Remember both males and females become parents even though just females become pregnant. Be sure to include how you would feel, who you would talk with, what you would do, what sacrifices you would have to make.

LESSON FIVE — Financial Responsibility

How much do you know about the cost of raising a child? What are some of the costs a parent needs to consider?

Below are a few of the major items. Add any others to the list that you and your classmates think are necessary. Then estimate the cost of that item for *one year*.

Medical Expenses:	Before birth	$ ____________
	Birth	$ ____________
	First year	$ ____________
Equipment:	Bassinet	$ ____________
	Bed	$ ____________
	Changing table	$ ____________
	Car seat	$ ____________
	Stroller	$ ____________
	High chair	$ ____________
	Rocking chair	$ ____________
	Bottles	$ ____________
	Dishes/spoons	$ ____________
Clothing		$ ____________
Diapers		$ ____________
Food		$ ____________
Supplies	Soap	$ ____________
	Shampoo	$ ____________
	Lotion	$ ____________
	Powder	$ ____________
	Paper products	$ ____________
Day Care		$ ____________
Baby sitters		$ ____________
Photographs		$ ____________

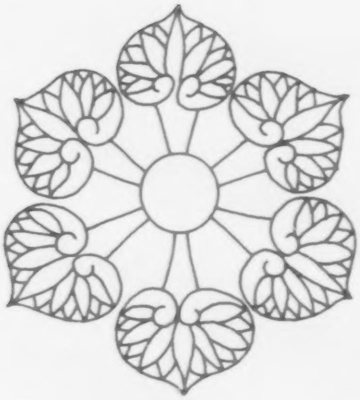
Below add any others that you think are important.

____________________	$ ____________
____________________	$ ____________
____________________	$ ____________
____________________	$ ____________
____________________	$ ____________

LESSON SIX — Child Growth and Development

In the space below, write a short paragraph to complete the following sentence:

"I think being a responsible parent means. . . . "



LESSONS SEVEN TO ELEVEN — Stages of Development

List the three most important needs of a child in each stage of development. Also list the three most important roles or responsibilities a parent has to the child during that stage of development.

INFANCY

Needs of Child

Roles/Responsibilities of a Parent

TODDLER

Needs of Child

Roles/Responsibilities of a Parent

PRESCHOOLER

Needs of Child

Roles/Responsibilities of a Parent

PRIMARY YEARS

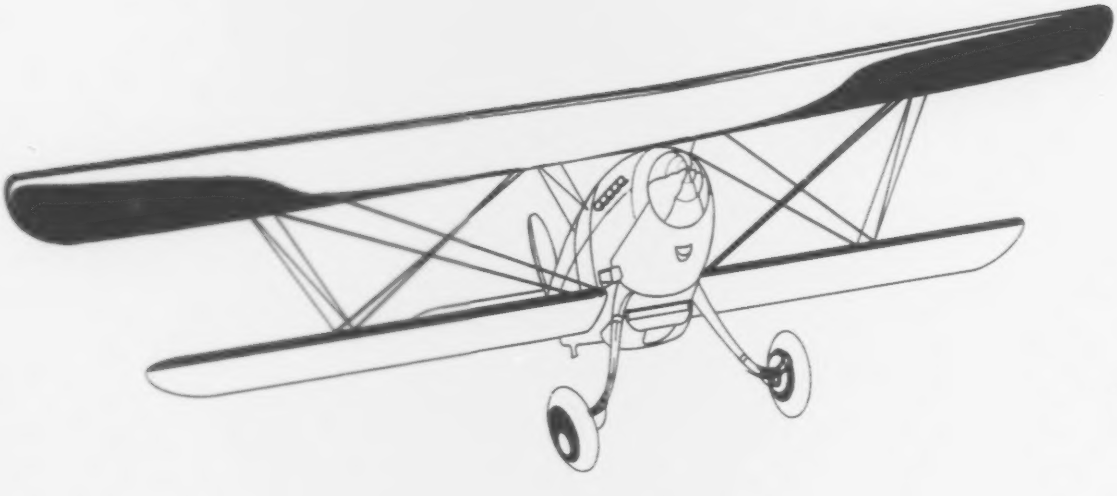
Needs of Child

Roles/Responsibilities of a Parent

MIDDLE YEARS

Needs of Child

Roles/Responsibilities of a Parent



LESSON TWELVE — Communication

In the space below list what kind of sounds an infant might respond to positively.

____

Negatively? ______________________________________

What kinds of touch would an infant respond to positively?

____

Negatively? ______________________________________

Read the Case Studies below and decide how the parent could respond to the child using effective communication skills.

Susie is two years old. She has learned that screaming gets attention. She is in the grocery store with her father and wants a box of animal crackers. As her father goes down the aisle where the animal crackers are located, Susie begins screaming at the top of her lungs. You're Susie's dad. How would you communicate with her?

José is 10 months old. He has decided that he wants to feed himself all the time. At dinner time for the last three days, after a few bites of food, José has taken his bowl and dumped it over his head. You are José's mom and you are ready to give him his dinner. What would you say?

Kenya and her twin brother Kyle are always playing together. They are five years old. Most of the time they play very nicely but today they have been bickering all day. You have listened to them argue off and on all day. They start at it again. What would you say to them?

Kwan is eighteen months old. She has the chicken pox and is having a hard time going to sleep. She's crying softly in her bed. What would you say and do?

Clarence, your two and a half year old son, always seems to be underfoot at dinner time. You are Clarence's dad and you really would like him to take his toys to the other side of the room where you could see him but he wouldn't be right under your feet. You speak to him and he moves to the other side of the room. In about five minutes, he's right back under your feet. What do you say now?

Trashon is out in the back yard. She is four years old and is a real handful. She can always seem to find something to climb on or over. As you look out the door you see her balancing herself on several boxes she has stacked up and she is just about to go over the fence. What do you say and do?

LESSON THIRTEEN — Discipline or Punishment

EFFECTIVE **Ds** FOR DISCIPLINE!

In the space provided below, list at least three ways that you could DIFFUSE anger in a situation when disciplining a child was required. Note: One might not always be angry when discipline was necessary; however, diffusing anger should always be the first step if a person is angry. If not angry, the parent or person in authority would move to the second step.

DIFFUSE anger: One should remain firm—but show firmness with fairness. Disciplining when angry usually results in punishment.

1. ____________________

2. ____________________

3. ____________________

Below are listed three scenarios which might occur with children. Read the scenario and

DEFINE problem: Use "I Messages" to state how you feel about the behavior and what you want to have happen. If the situation were real you would also want to use reflective listening to hear the child's point of view.

DISCOVER alternatives: Through effective communication list acceptable alternatives to the behavior that is unacceptable while treating the child with dignity and respect as you maintain your own dignity.

DECIDE on consequences: Consequences should be structured and logical. They should make sense to the child.

DELIVER the results: What was the behavior that was unacceptable?

- What could the child do differently in the future?
- What could the parent do differently in the future?
- What is the shared expectation? (Do you both understand what is expected in the future?)
- Set the standards clearly so the child will know what to expect (consequences) if the behavior is repeated.

Put Yourself in the Parent Seat!

Four-year old Amy has been at day care all day and hasn't had a nap. She is tired and cranky when her mom Maria picks her up. Maria is tired, but she needs to make dinner, do the wash, and study for a test she has at school the next day. She asks Amy to play with her dolls on her bed. (Maria thought she might fall asleep for a nap if she played quietly.) Maria started dinner and went to check on Amy. Amy had crawled out of bed, gone in the bathroom and gotten into Maria's makeup. She had drawn on the walls with Maria's lipstick. Maria was livid! You are Maria.

DEFINE PROBLEM:(USE "I MESSAGES") I feel ________________________

when you ____________________________________

I want _____________________________________

DISCOVER and share alternatives to the unacceptable behavior. What could the child have done differently?

____

____

DECIDE on consequences. Be sure they are fair, firm, logical, and can be clearly understood by the child. Remember the goal is to teach rather than to punish.

____

____

DELIVER results: Will the above accomplish a change in behavior? Think about the following questions:

- What was the behavior that was unacceptable?
- What could the child do differently in the future?
- What could the parent do differently in the future?
- What do you think is the shared expectation? (Do you both understand what is expected in the future?)
- Were the standards set clearly so the child will know what to expect (consequences) if the behavior is repeated?

Manuel, five, and Carlos, seven, were playing outside. It had been raining and there were lots of puddles. Their mom Tricia asked them not to play in the puddles or get dirty because they were supposed to go to Grandma's for dinner in about thirty minutes. The boys got bored and pretty soon were playing in the puddles, splashing each other and having a lot of fun. When Tricia called out to tell them to come in for it was time to leave, she could not believe the mess she saw! You are Tricia.

DEFINE PROBLEM: (USE "I MESSAGES") I feel ____________________

when you ____.

I want ____

DISCOVER and share alternatives to the unacceptable behavior. What could the children have done differently?

____

____

DECIDE on consequences. Be sure they are fair, firm, logical, and can be clearly understood by the children. Remember the goal is to teach rather than to punish.

____

____

DELIVER results: Will the above accomplish a change in behavior? Think about the following questions:

- What was the behavior that was unacceptable?
- What could the children do differently in the future?
- What could the parent do differently in the future?
- What do you think is the shared expectation? (Do all of you understand what is expected in the future?)
- Were the standards set clearly so the children will know what to expect (consequences) if the behavior is repeated?

Derrick was riding with his dad, Jerome, on Saturday in his delivery truck while Jerome was making his deliveries. Now that Derrick was six, he had convinced Jerome that he was old enough to go along. After about three hours, Derrick got bored and began to whine and complain. They were too far away from home for Jerome to take Derrick home. The whining and complaining got worse and worse. Jerome had had enough! You are Jerome.

DEFINE PROBLEM: (USE "I MESSAGES") I feel ____________________

when you ____________________

I want ____________________

DISCOVER and share alternatives to the unacceptable behavior. What could the child have done differently?

____

____

DECIDE on consequences. Be sure they are fair, firm, logical, and can be clearly understood by the child. Remember the goal is to teach rather than to punish.

____

____

DELIVER results: Will the above accomplish a change in behavior? Think about the following questions:

- What was the behavior that was unacceptable?
- What could the child do differently in the future?
- What could the parent do differently in the future?
- What do you think is the shared expectation? (Do you both understand what is expected in the future?)
- Were the standards set clearly so the child will know what to expect (consequences) if the behavior is repeated?

LESSON FOURTEEN — Child Abuse and Neglect

You Be the Judge!

Using the techniques we learned yesterday and considering developmental skills, consider the following situations and how they were handled. Which Was It? *Discipline, Punishment,* or *Child Abuse* or *Neglect*? In the space provided, put a D for Discipline, P for Punishment, C for Child Abuse or Neglect.

1. Jenny was late for dinner so her mother sent her to bed without any supper. ________

2. James beat up his little brother so his dad beat him up. ________

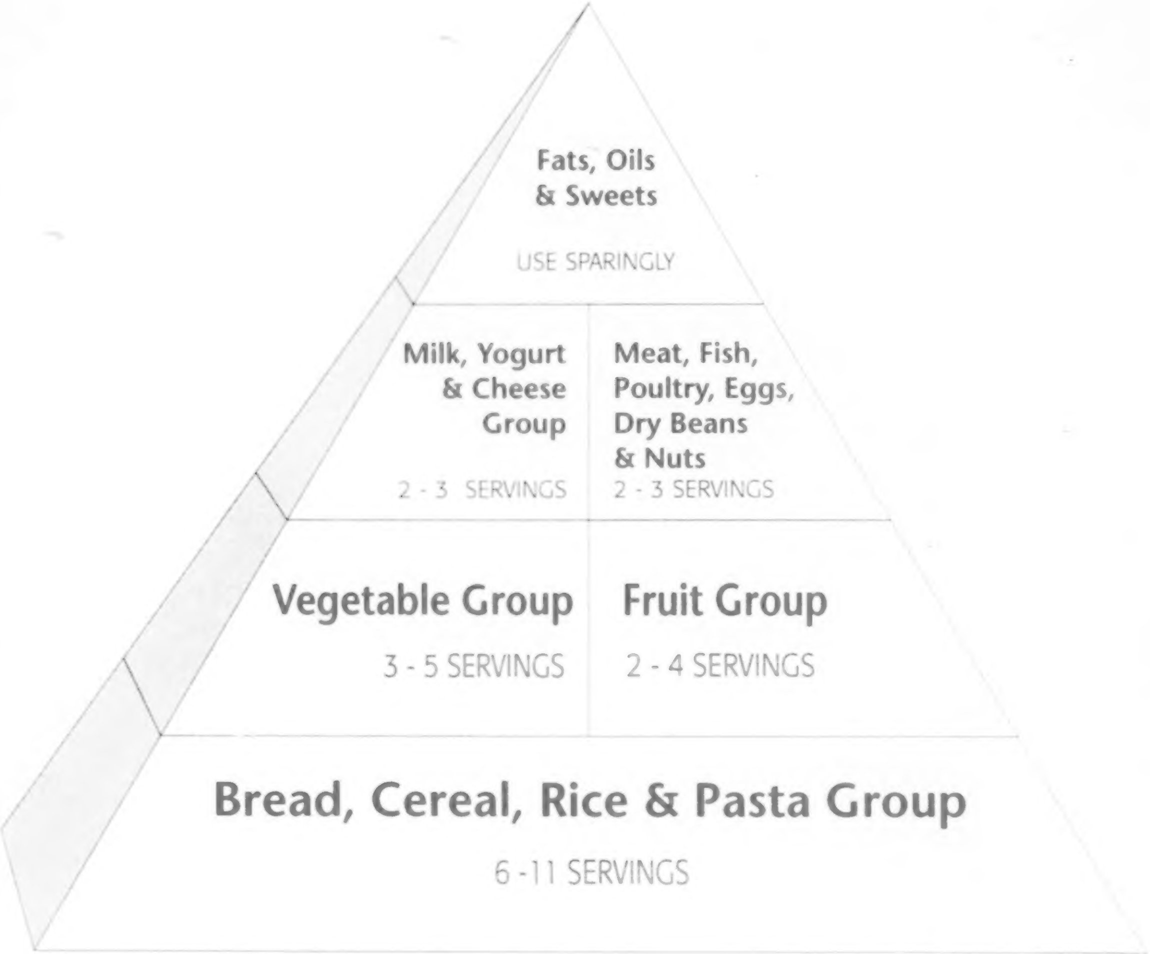
3. Susie kept throwing her food on the floor. Her mother took her food away, washed her hands and face and said, "I feel disappointed when you throw your food on the floor. I want you to eat your dinner properly. When you are ready to do that let me know and I will return your dinner to you and will expect that you are ready to behave." ________

4. Jamie squirmed and squirmed when his mother changed his diaper. His mom decided to leave a dirty diaper on him all day to teach him a lesson. ________

5. Angel always got out of bed at night and wandered around. His dad was tired of it so he locked him in his room. ________

CHAPTER NINE — PERSONAL HEALTH

LESSON ONE — Wellness and Risks


Fats, Oils
& Sweets
USE SPARINGLY
Milk, Yogurt
& Cheese
Group
2 - 3 SERVINGS
Meat, Fish,
Poultry, Eggs,
Dry Beans
& Nuts
2 - 3 SERVINGS
Vegetable Group
3 - 5 SERVINGS
Fruit Group
2 - 4 SERVINGS
Bread, Cereal, Rice & Pasta Group
6 -11 SERVINGS

Personal Health Maintenance Plan:

DIET

____

____

____

____

EXERCISE

____

____

____

____

SLEEP & REST

____

____

____

____

ENVIRONMENT

____

____

____

____

OTHER

____

____

____

____

LESSON THREE — Communicable Diseases

Causes of Diseases List at least one disease.

Heredity ______________________________

Environment ______________________________

Life style ______________________________

Germs ______________________________

Circle whether each of the following behaviors is	**High Risk**	**Low Risk**	**No Risk**
1. Smoking a pack of cigarettes a day	HR	LR	NR
2. Eating one meal a day	HR	LR	NR
3. Drinking from the same cup as someone who has a cold	HR	LR	NR
4. Having unprotected sex with anyone	HR	LR	NR
5. Eating contaminated food	HR	LR	NR
6. Living in the same house with someone with HIV	HR	LR	NR
7. Wearing someone's pierced earring	HR	LR	NR
8. Taking mega doses of vitamins	HR	LR	NR
9. Taking another person's prescription medicine	HR	LR	NR
10. Kissing someone you don't know	HR	LR	NR
11. Drinking three glasses of orange juice every day	HR	LR	NR
12. Not wearing your seat belt	HR	LR	NR

LESSON FOUR — Personal Hygiene

Personal Hygiene Plan:

Toothpaste

LESSON FIVE — Domestic Violence

Read the statement below and decide whether you strongly agree, agree, are neutral or unsure, disagree or strongly disagree with the statement as written.

I BELIEVE THAT. . .

_______ violence is preventable.

_______ a main cause of violence among my peers is due to personal pride.

_______ the police can reduce the amount of violence in my neighborhood.

_______ violence is justified when it comes to self defense.

_______ community members can reduce the amount of violence in my neighborhood.

_______ a main cause of violence among my peers is due to drugs.

_______ I can reduce my risk of becoming a victim of violence.

_______ a main cause of violence among my peers is due to fights over boyfriends/girlfriends.

_______ I can reduce my risk of becoming a victim of homicide.

_______ a main cause of violence among my peers is due to conditions between people who already know each other.

_______ a main cause of violence among my peers is due to the amount of violence in the media or on television.

_______ violence is justified when acting on revenge.

_______ a main cause of violence among my peers is due to fights caused by boyfriends/girlfriends.

_______ violence within families is preventable.

_______ a main cause of violence among my peers is due to the availability of guns.

_______ I am at risk of becoming a victim of homicide.

_______ a person deserves to be physically hurt if he/she provokes it.

_______ a main cause of violence among my peers is due to getting attention between peers.

_______ violence is preventable among my peers.

_______ a main cause of violence among my peers is due to conflicts in sexual relationships.

_______ I am at risk of becoming a victim of violence.

_______ a main cause of violence among my peers is due to justifiable physical acts toward a girlfriend/boyfriend.

_______ violence or some kind of physical abuse is expected in sexual relationships.

_______ a main cause of violence among my peers is due to limited ways of expressing anger.

_______ I have been a victim of violence.

_______ a main cause of violence among my peers is due to not getting enough attention from their parents.

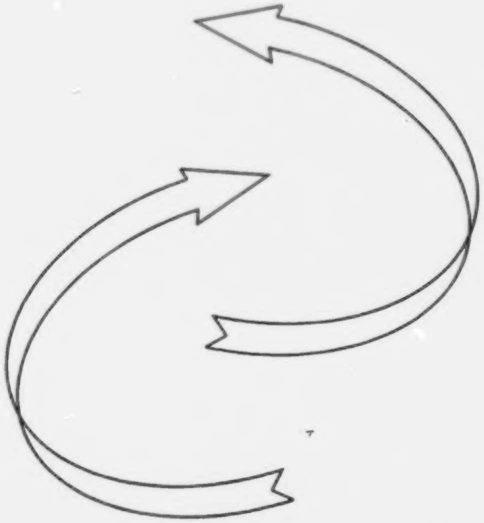
_______ a solution to violence is to identify positive ways to express anger.

_______ a solution to violence is to diffuse or leave a violent situation.

_______ I can cope with being a victim of violence.

_______ violence is based on a choice in behavior.

_______ I believe student anti-violence education should be provided in schools.



List several concrete things that you can do to decrease your personal risk for violence in your own life and several concrete actions that could be initiated at our school to decrease the potential for violence in our school and community.

PERSONAL VIOLENCE REDUCTION:

VIOLENCE REDUCTION IN OUR SCHOOL:

IDEAS:

ACTION STEPS:

LESSON SIX — Personal Safety

Which Is It?

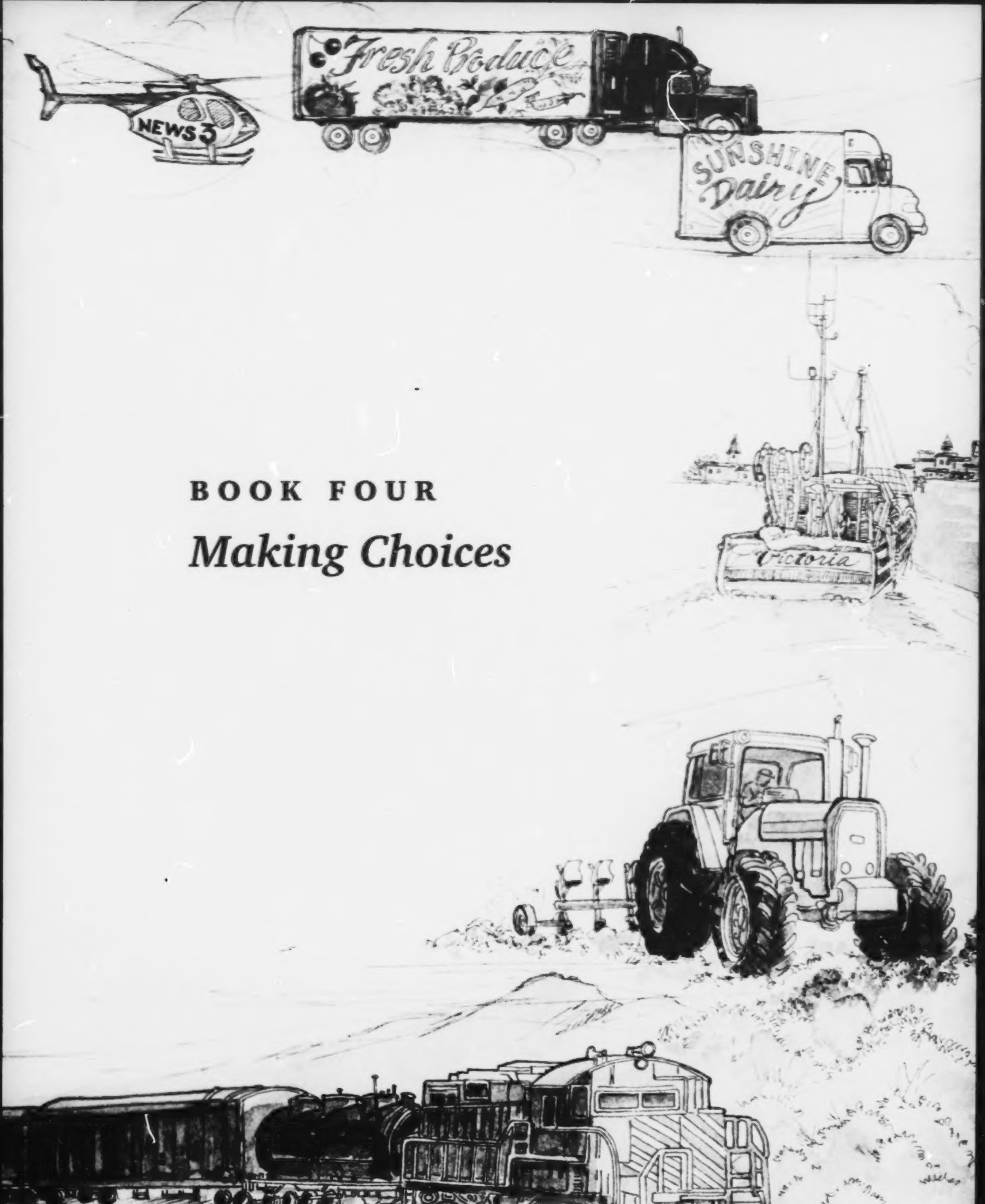
In the space provided after each scenario, write whether it depicts

- DATE RAPE
- DATE VIOLENCE
- SEXUAL HARASSMENT
- ACCEPTABLE BEHAVIOR
- UNSURE

After making your decision, list skills an individual in that situation could use to avoid that situation if the behavior is inappropriate.

1. Sammy and Lureen have had intercourse before. Lureen has decided she doesn't want to continue because she is afraid she will get pregnant. She tells Sammy and he becomes very angry and grabs her by the hair. He begins to kiss her and unbutton her blouse.
2. Lureen pulls away and begins to run. Sammy swears at her and threatens to beat her up. The next time Sammy sees Lureen he makes "dirty" comments about her in front of others.
3. Maria really likes José. Every time she sees him she flirts with him. José doesn't seem interested but he is polite. One day when Maria sees José in a crowd of his friends, she grabs his buttocks as she walks by. José is embarrassed as everyone snickers.
4. Every time Leon sees Rachel he tells her how "hot" she is. He is always whistling, winking, sometimes even patting her buttocks when he passes in the hall at school. Rachel thinks Leon is hot too and wishes he would ask her out.
5. Susie and Bill have been dating for a long time. One day they are at home alone at Susie's house and go up to her bedroom and begin to kiss and touch each other's genitals. All of a sudden Susie wants to stop but Bill doesn't listen. Whenever Susie tells him to stop, he kisses her and goes a little further. Soon he is on top of her, she is crying and they have intercourse.
6. Madeline goes to a party with several of her friends. She has a few beers and begins to feel "woozie." Her friends are leaving and want Madeline to go with them but she says she is OK and wants to stay. She starts dancing with Tyrone and has a few more beers. The next morning when she wakes up, she doesn't remember leaving the party or how she got home. A few months later she discovers she has a sexually-transmitted disease.

7. There's a radio call-in show that takes requests. Cheryl is always calling in requesting songs for Mickey. Whenever she sees him at school she flirts with him and says some very risqué things. Mickey likes all the attention. It makes him feel sexy and important.
8. Claudia has a cute figure and wears clothes that compliment her figure, but they are not inappropriate for the dress code at her school. A couple of boys are always making comments about her body and she doesn't like it. She has told them so several times. She doesn't think she should have to stop wearing fashionable clothes to get them to stop making comments.
9. Clark picked up Loretta for a date. As soon as she got in the car he started yelling at her because he heard she had been flirting with Roger. All evening long he was in a bad mood and really grumpy. On the way home they stopped at a place they usually parked to make out. Loretta wasn't in the mood and asked Clark to take her home. He exploded and slapped her hard on the side of the head. The next day she had a bad bruise.
10. Create your own scenario—either real or fictitious. If the situation is real, do not use real names as we may be sharing these in class.


NEWS 3
Fresh Produce
SUNSHINE Dairy
Victoria

BOOK FOUR

Making Choices

CHAPTER TEN — CAREER PLANNING

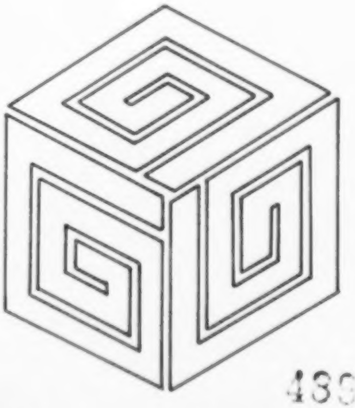
LESSON ONE — Choosing a Career

Complete the SKILLS INVENTORY below. Some of the items may have more than one check and some may have none. When you are finished, tally all the checks and record the totals. The sections with the greatest number of checks will indicate your strengths. Look back to page 114 in the workbook and review your Interest & Values Survey. Based on the two surveys, pick three Interest Categories that you feel are the highest combination of your Skills and Interests. These will be recorded on the **BOLD** lines under **INTEREST CATEGORY** on page 161 of the workbook.

	Skills I Currently Possess	Skills I Am Curious About	Skills I Would Like to Be Paid For
PEOPLE SKILLS			
MANAGING			
Leading others			
Influencing others			
Supervising others			
Planning with others			
Giving clear directions			
Giving recognition			
Accepting responsibility for decisions			
Giving criticism in a positive manner			
Delegating responsibilities			
Self-motivating			
Willing to initiate action and/or take risks to succeed			
Able to make decisions			
Other ____________			
TOTAL SCORE:			

	Skills I Currently Possess	**Skills I Am Curious About**	**Skills I Would Like to Be Paid For**
HELPING			
Understanding	______	______	______
Caring/sharing	______	______	______
Likes to resolve conflict	______	______	______
Likes being part of a team	______	______	______
Listening to problems	______	______	______
Takes care of children	______	______	______
Takes care of elderly	______	______	______
Sensitive to others' feelings	______	______	______
Peacemaking/negotiating	______	______	______
Other ______________	______	______	______
TOTAL SCORE:	______	______	______

TEACHING			
Patient	______	______	______
Encouraging others	______	______	______
Helping others succeed	______	______	______
Speaking to groups	______	______	______
Leading discussions	______	______	______
Giving information	______	______	______
Giving advice	______	______	______
Giving thorough explanations	______	______	______
Other ______________	______	______	______
TOTAL SCORE:	______	______	______



	Skills I Currently Possess	Skills I Am Curious About	Skills I Would Like to Be Paid For
MENTAL SKILLS			
WORKING WITH IDEAS/INFORMATION			
Logical	____	____	____
Curious	____	____	____
Enjoys reading	____	____	____
Gathering information	____	____	____
Observing and comparing	____	____	____
Finding the cause of a problem	____	____	____
Developing ideas and solutions	____	____	____
Predicting outcomes	____	____	____
Able to concentrate	____	____	____
Evaluating results	____	____	____
Other ____________	____	____	____
TOTAL SCORE:	____	____	____

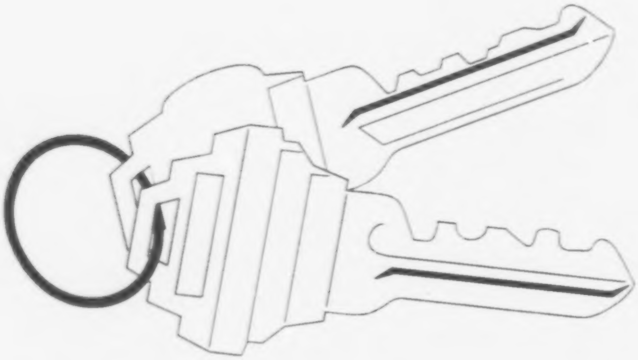
WORKING WITH NUMBERS/DETAILS			
Good organizational skills	____	____	____
Good in math	____	____	____
Likes record keeping	____	____	____
Meets deadlines	____	____	____
Good memory for numbers	____	____	____
Attention to detail	____	____	____
Solves problems	____	____	____
Neat, precise	____	____	____
Manages money efficiently	____	____	____
Thinks concretely	____	____	____
Other ____________	____	____	____
TOTAL SCORE:	____	____	____

	Skills I Currently Possess	Skills I Am Curious About	Skills I Would Like to Be Paid For
COMMUNICATING IDEAS			
Possesses effective communication skills			
Understands non-verbal as well as verbal messages			
Listens			
Enjoys speaking in front of a group			
Likes debating			
Likes writing			
Has a sense of humor			
Tells stories well			
Other ____________________			
TOTAL SCORE:			

PHYSICAL/CREATIVE SKILLS:

CREATING/PERFORMING:			
Able to draw			
Able to paint			
Able to write			
Able to act			
Able to dance			
Physically talented			
Likes to sing			
Able to visualize images, colors, shapes			
Sense of space			
Other ____________________			
TOTAL SCORE:			

	Skills I Currently Possess	Skills I Am Curious About	Skills I Would Like to Be Paid For
WORKING WITH MY HANDS			
Small motor skills (use of hands for detail)	________	________	________
Large motor skills (strength & endurance)	________	________	________
Using small machines	________	________	________
Good hand/eye coordination	________	________	________
Using large machines	________	________	________
Repairing things	________	________	________
Sewing things	________	________	________
Painting things	________	________	________
Building things	________	________	________
Growing things	________	________	________
Working outdoors	________	________	________
Working indoors	________	________	________
Working with crafts	________	________	________
Other ____________________	________	________	________
TOTAL SCORE:	________	________	________



After completing the SKILLS SURVEY look at the three categories for which your scores were highest and record them in column *two*. In column *three* put the three careers which appeal to you that relate to your Interests and Skills. Remember, you need to consider interests, values, and skills as you plan for your future career. Also remember, you may change your mind several times.

Column *four* will be completed during Lesson Two. Columns *five* and *six* will be completed during Lesson Four. You will list the *Skills You Currently Possess* that pertain to the careers you have listed and the *Skills You Need to Acquire* that pertain to that career. At the bottom of the page is a space for *General Skills I Possess* and also a space for your homework assignment.

INTEREST CATEGORY	SKILL CATEGORY	CAREERS	EDUCATIONAL REQUIREMENTS	SKILLS I CURRENTLY POSSESS	SKILLS I NEED TO ACQUIRE

General Skills I Possess:

I think the most interesting career I've listed would be because

LESSON TWO — Non-traditional Career Opportunities

Think of someone in a non-traditional career that you think is very successful and in the space below, write a short paragraph about that person and his/her career choice.

LESSON THREE — Tech Prep and College Prep

Use this page to take notes about the different types of schools in your area that are of interest to you.

Name of school/program:
Location:
Requirements for admission:

Programs offered:

Costs:
Financial aid available:
Other pertinent information:

Name of school/program:
Location:
Requirements for admission:

Programs offered:

Costs:
Financial aid available:
Other pertinent information:

Name of school/program:
Location:
Requirements for admission:

Programs offered:

Costs:
Financial aid available:
Other pertinent information:

LESSON FOUR — Financial Aid

In the space below list at least two resources to find information about Financial Aid.

List at least one person who could help you find out about Financial Aid.

List at least one source of Financial Aid that is available to students who graduate from our school district or in our community.

LESSON FIVE — Job and College Readiness

Below you will see a résumé of a recent high school graduate. The next page is a blank page for you to begin filling in your résumé. Even though you may not have much to put on it now, there is probably more than you think. Perhaps you can complete it using information you hope will be fact by the time you graduate from high school as well as current information. The idea is for you to have some practice writing a résumé.

IMA HARDWORKER

PERMANENT ADDRESS:
100 ACADEMIC STREET
ANYTOWN, U.S.A.

SCHOOL ADDRESS:
ACHIEVEMENT HIGH SCHOOL
ANYTOWN, U.S.A.

OBJECTIVE: To receive scholarship to assist with the financial expenses of my education.

EDUCATION:

Achievement High School	Graduated: 1994 G.P.A.: 3.66
Success Middle School	1988-90

WORK EXPERIENCE:

The GAP—Sales Associate	1992-Present
Church Nursery—Childcare	1988-Present
Lawn care(my neighborhood)	1988-1992

ACTIVITIES:

Debate Team	Sept. 92-94
Anytown/Unitown Counselor Cultural diversity and anti-prejudice counseling for middle school students.	June 90-Present
Achievement High School Student Council	June 90-June 94
Leadership training through the following offices: Student Body President 93-94 Junior Class President 92-93 Sophomore Class Pres. 91-92 City of Hope-Internship with City Manager Jorge Carrasco	Jan. 93 - June 93

HONORS AND AWARDS:

National Honor Society	1990-94
Outstanding Young Woman of the Year	1994
City of Hope's Top Teen	Feb. 1994
Delegate to Washington Presidential Classroom	1994
Most Outstanding Student Government Member	1990-1994

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Complete your résumé on this page.

SAMPLE JOB APPLICATION
XYZ Company

January 1, 1995
Date

File Number

Hardworker, Irma
Name (Last First Middle)

100 Academic St., Anytown, U.S.A.
Address City Zip Code

809-567-1234
Telephone Number

Have you ever been employed under a different name? no If yes, what name?

PREVIOUS EMPLOYMENT (list most recent experience first) If additional space is needed please attach.

DATES TO/FROM:	NAME AND ADDRESS OF EMPLOYER, JOB TITLE AND TYPE OF WORK
1992-Present	The GAP - Sales Associate
1988-Present	Church Nursery - Childcare
1988 - 1992	Lawncare (my neighborhood)

EDUCATION

CIRCLE HIGHEST YEAR COMPLETED:

6 7 8 9 10 11 [✓ 12] 13 14 15 16 [✓ DIPLOMA]

CURRENTLY ENROLLED IN HIGH SCHOOL COMPLETION COURSE?
COMPLETION DATE:

NAME OF SCHOOL & LOCATION:	DEGREE	MAJOR	DATE COMPLETED
Achievement High School			Graduated: 1994
			GPA: 3.66
Success Middle School			1988 - 1990

REFERENCES

List the names of three persons who can give information about your background, character, abilities, etc.

NAME	ADDRESS	RELATIONSHIP TO YOU
Mr. John Jones	123 Elm St.	Teacher
Ms. Susan Smith	456 Main St.	Employer

JOB APPLICATION

Date ______________________

File Number ______________________

Name (Last First Middle) ______________________

Address City Zip Code ______________________

Telephone Number ______________________

Have you ever been employed under a different name? _________ If yes, what name? ______________________

PREVIOUS EMPLOYMENT (list most recent experience first) If additional space is needed please attach.

DATES TO/FROM: NAME AND ADDRESS OF EMPLOYER, JOB TITLE AND TYPE OF WORK

____

____

____

____

____

____

EDUCATION

CIRCLE HIGHEST YEAR COMPLETED:

6 7 8 9 10 11 12 13 14 15 16 DIPLOMA

CURRENTLY ENROLLED IN HIGH SCHOOL COMPLETION COURSE?

COMPLETION DATE: ____________

NAME OF SCHOOL & LOCATION: DEGREE MAJOR DATE COMPLETED

____

____

____

____

REFERENCES

List the names of three persons who can give information about your background,character, abilities, etc.

NAME ADDRESS RELATIONSHIP TO YOU

____

____

____

500

LESSON SIX — Job Interviews

In the space provided below, script out responses to the following typical interview questions:

I understand you are interested in a position at XYZ Company. Tell me about your qualifications for this position.

Tell me about your work experience.

If I were to ask someone who knew you well what they thought was your best quality, what do you think they would say?

Do you have any questions about our company or the position?

I appreciate your coming in for this interview. I will be making a decision within the next week.

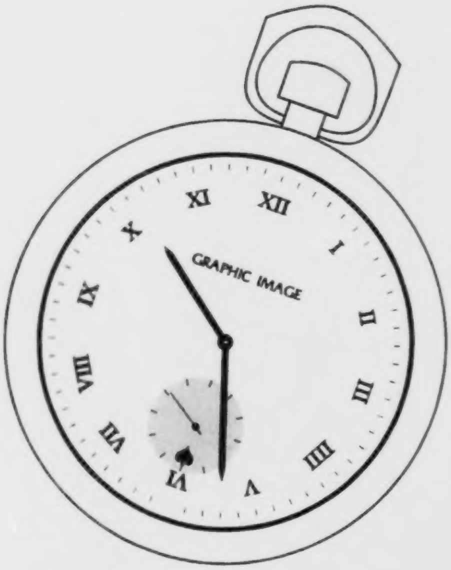
Below list good interviewing techniques you need to remember.

Appropriate dress for an interview would be:

Male:

Female:

Barriers to employment would be:



LESSON SEVEN — Training Opportunities for Careers

In the space below write a short paragraph on what you learned from the reports on:

Apprenticeships:

On-The-Job-Training:

Mentoring:

Shadowing:

Internships:

Any other hands-on career exploration opportunities:

CHAPTER ELEVEN — DOLLARS AND SENSE

LESSON ONE — Economic Independence

Write a paragraph on what you learned (including costs) about the subjects listed below.

Insurance: ____________________

Credit: ____________________

Investments: ____________________

Bank accounts (checking and savings): ____________________

Any additional economic information: ____________________

LESSON TWO — Public Assistance

There is public assistance in many areas which is meant to subsidize those individuals making less than a certain income. Be sure to find out what level of income would qualify a person for subsidies.

Write a paragraph on what you learned (including costs) about the subjects listed below:

Housing: ____

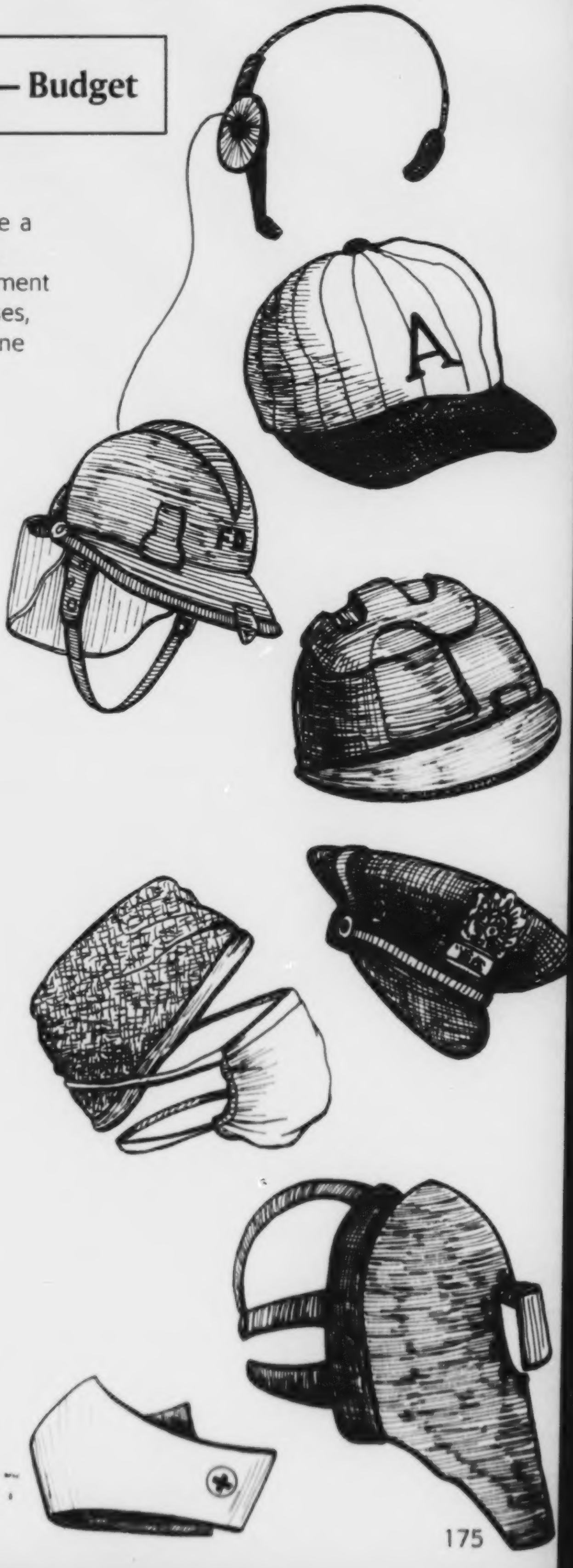
Health care: ____

Disaster relief: ____

Child care: ____

Any other public assistance that you learned about:

LESSON THREE — Budget



As part of the research for your budget project, make a list of current salaries for your area. You can get this information from the public library, the local employment office and by reading the classified ads. In some cases, you may want to contact local employers to determine their average salaries.

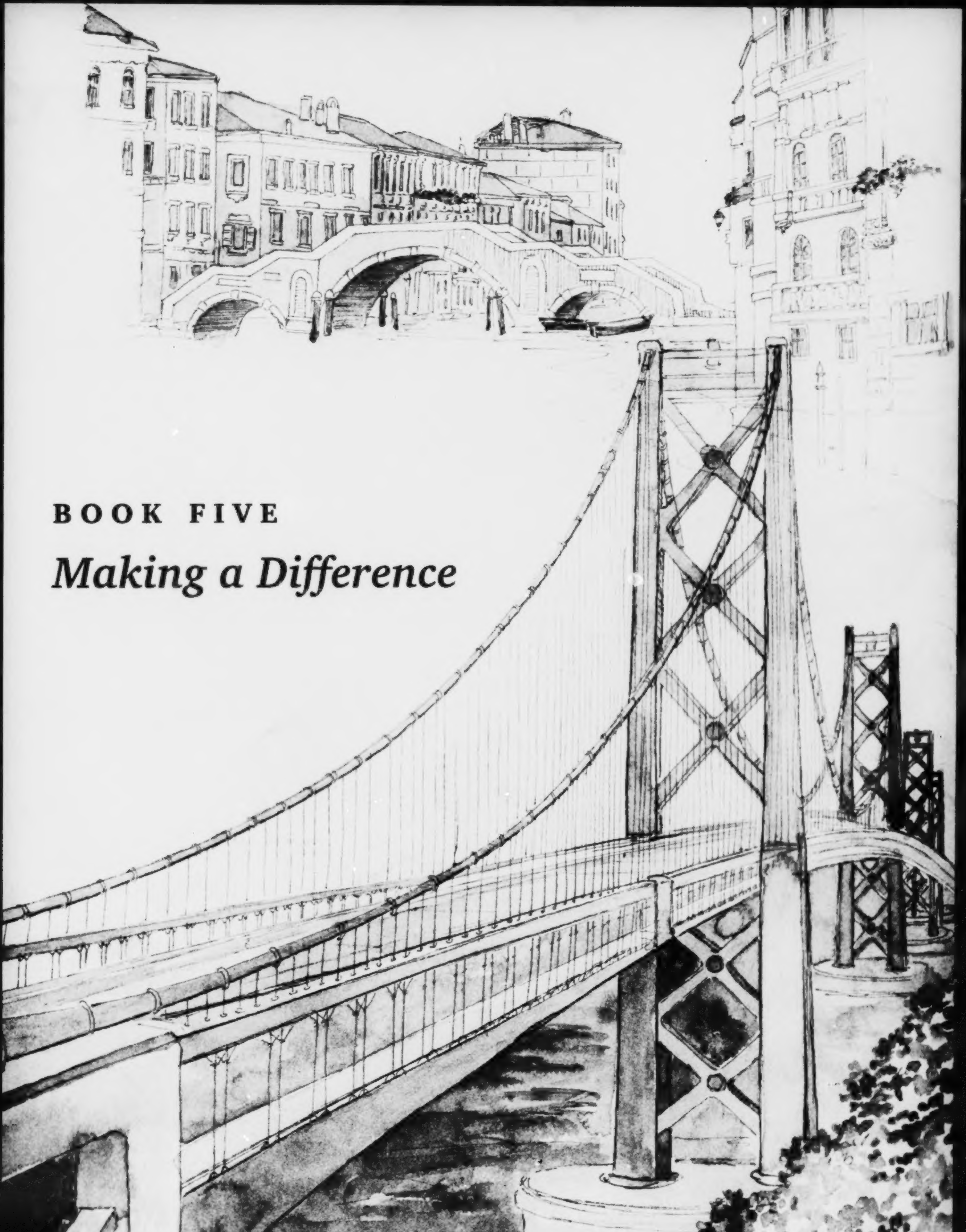
Note: Also record current AFDC rates, Aid For Dependent Children.

Below is a blank budget. Finalize a budget for the family you design and the career you envision, and record it here. Remember to use pencil so you can make changes.

INCOME:		
Take home pay	$______	
Social Security Benefits	$______	
AFDC	$______	
Child Support	$______	
Investment Income	$______	
Other Income	$______	
TOTAL INCOME	$______	$______
EXPENSES: (Monthly costs unless noted otherwise)		
HOUSING:		Total
Public Housing:	$______	$______
One Bedroom Apartment:	$______	$______
Two Bedroom Apartment:	$______	$______
Rental House:	$______	$______
Purchased House:		
House payment	$______	
Taxes	$______	
Insurance	$______	
Maintenance	$______	
Sub Total	$______	$______
UTILITIES:		
Electricity	$______	
Gas	$______	
Water	$______	
Garbage	$______	
Sub Total	$______	$______
TELEPHONE:		$______
CABLE TV:		$______
FOOD COSTS:		
Adult(s)	$______	
Child(ren)	$______	
Sub Total	$______	$______
CLOTHING:		
Adult(s)	$______	
Child(ren)	$______	
Sub Total	$______	$______
GROOMING & HYGIENE:		
Adult male	$______	
Adult female	$______	
Child(ren)	$______	
Sub Total	$______	$______

		Less Government Assistance:	Total:
HEALTH CARE:			
Doctor (per visit)	$	$ ( )	
Dentist (per visit)	$	$ ( )	
Medicine	$	$ ( )	
Health aids	$	$ ( )	
Medical Insurance			
Single adult	$	$ ( )	
Family	$	$ ( )	
Sub Total	$	$ ( )	$
CHILD CARE:	$	$ ( )	$
TRANSPORTATION:			
Car			
Payment	$		
Gas/Maint.	$		
Insurance	$		
Sub Total			$
Public transportation	$		$
Bicycle			
Payment	$		
Maintenance	$		
Sub Total			$
RECREATION:			
Movies	$		
Sports	$		
Dances	$		
Concerts	$		
Other	$		
Sub Total			$
CHARITABLE CONTRIBUTIONS:			$
DEBTS:			
Credit Cards	$		
Loan Payments	$		
Sub Total			$
SAVINGS:			$
OTHER:			$
TOTAL MONTHLY EXPENSES:			$
			x12
TOTAL YEARLY EXPENSES:			$

NOTES



BOOK FIVE

Making a Difference

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CHAPTER TWELVE — SOCIAL ACTION

LESSON ONE — Politics and Laws

In the space below diagram the organizational chart for your city, state or the federal government.

Briefly state how an ordinance or law is enacted by the governmental structure you depicted above.

LESSON TWO — Leadership

In the space below list the qualities that you feel are important in a leader.

Refer to the sentence you completed in your **Thoughts for Today.** Does the type leader that you are likely to follow have the qualities you listed above? Why do you think this is true or not true?

Select one person that you consider to be a great leader and write a short paragraph on why you chose that person as a leader you admire. This can be a historical figure or a modern day leader. It can be a world leader or a fellow classmate.

LESSON THREE — Choosing an Issue

My *number one* issue is:

Some facts and statistics about my issue are:

LESSON FOUR — Taking Action

Arlene's Ideal Scene for School Ecology

The circle that says I AM stands for you, having experienced your dream come true.

leading a school ecology club to educate and help students learn about recycling.

researching successful school ecology programs as models.

making sure all garbage in our school cafeteria is being recycled daily by everyone.

working my community volunteer requirement hours at the local recycling center.

I AM

receiving college scholarship money because of my efforts in ecology.

working with the school custodians to monitor recycling drop-off points in school.

listening to Ted Danson speak at our school about ecology because of our efforts.

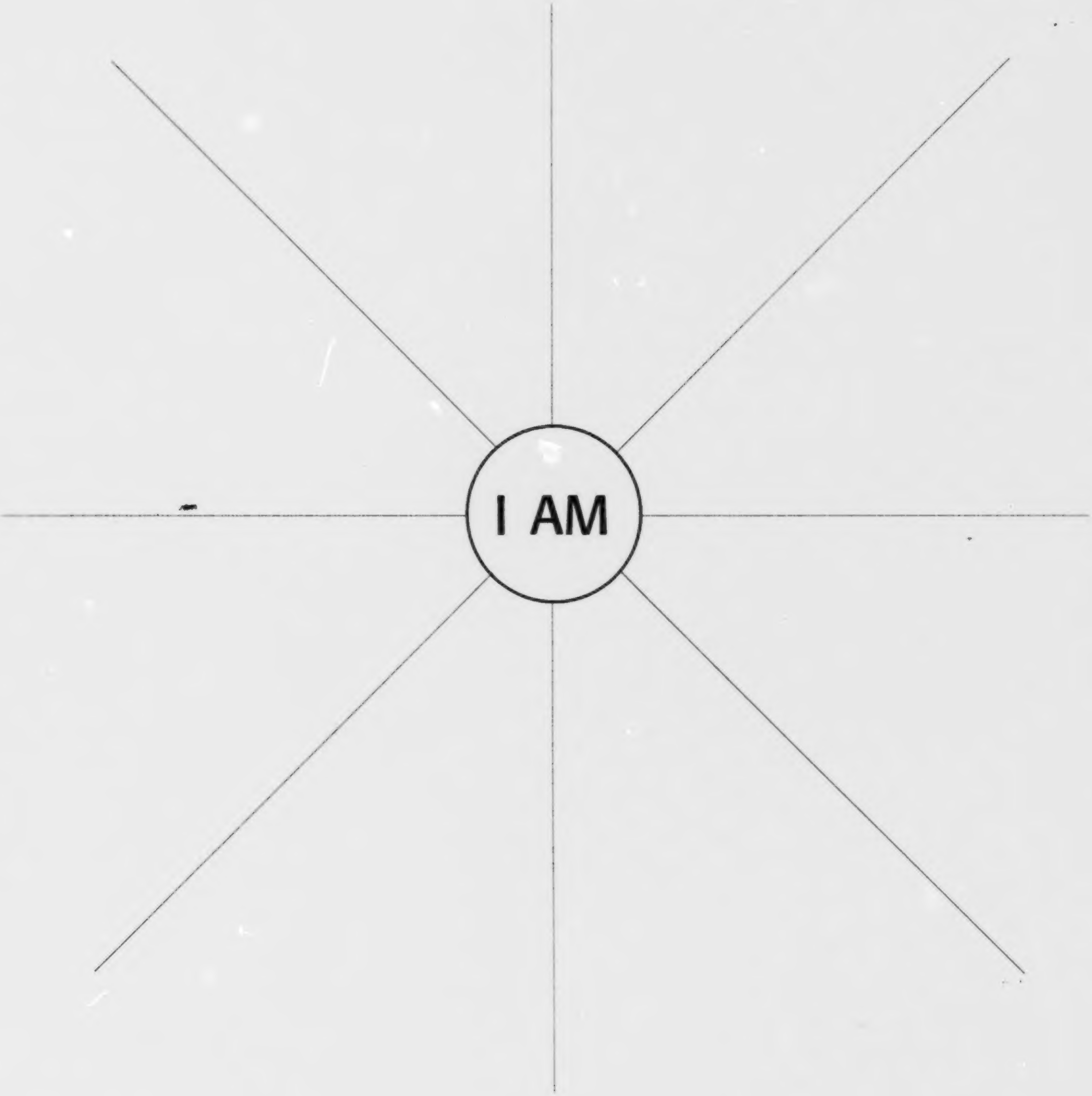
organizing recycling awareness days in all the elementary and middle schools.

This exercise adapted with permission from the University of Santa Monica.

Think ahead six months or a year. Using the I AM as the beginning, write specific active verbs and phrases on the spokes that describe what you are doing in your ideal scene. You may want to look at the example on the previous page for ideas. Allow yourself to dream. At least half of the spokes must be reachable in the time frame, but the other spokes can be "stretches." Place at least eight spokes on your wheel.

______________________'s Ideal Scene For ______________________________

Your Name *Goal*



Sample Commitment Statement

I will arrange a meeting with the principal to discuss my ideas for a school recycling program by September 30.

I will approach the student government to organize a school ecology club at the first meeting of the new school year.

I will read the paper daily and clip all articles pertaining to ecology to expand my knowledge about this topic. I will begin today.

My Commitment Statement

1. ______________________________

2. ______________________________

3. ______________________________

Thoughts for Today

Thoughts for Today

Thoughts for Today

Thoughts for Today

Thoughts for Today

Thoughts for Today

Thoughts for Today

Thoughts for Today

Thoughts for Today

Thoughts for Today

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Skill Box

ACKNOWLEDGMENTS

The creator of *MAKING CHOICES: Life Skills for Adolescents*, is Girls Incorporated of Greater Santa Barbara, a non-profit organization which provides program services for young people, ages five through seventeen. Our mission is to reach youth throughout the country by developing and delivering programs and materials which promote gender equality and self-sufficiency.

Mary H. Halter is former executive director of Girls Club of Scottsdale, AZ, and currently provides sex education training for Girls Incorporated on the national level. She works part-time as a health educator for Phoenix Girls and Boys Clubs, specializing in HIV and sex education. She provides training for youth who are incarcerated in the Arizona Department of Youth Treatment and Rehabilitation. She provides consultation and training throughout the country for those who teach and lead youth in schools, non-profit organizations and juvenile institutions. Mary is the mother of four adult children.

Barbara Fierro Lang is executive director of Girls Incorporated of Greater Santa Barbara, CA, and former executive director of Girls Incorporated of Rapid City, SD. She also served as executive director of Big Brothers and Big Sisters of the Black Hills (SD). Her involvement with Girls Incorporated extends over twenty-five years. She has served on the national board of directors of Girls Incorporated and is one of the architects of Girls Incorporated's core program and philosophy. Barbara is a national trainer for Girls Incorporated. She is the mother of five grown children.

Girls Incorporated of Greater Santa Barbara is extremely grateful to these two women for giving countless hours of dedicated service to this project.

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And, finally, to the children of the world. We are grateful you are here. We trust you to become the parents, the workers and the leaders of our nations. We dedicate this work to you:

Learn much, enjoy your life,
Travel all roads with confidence.
Things may happen that you cannot control,
But you can control the way you act when they happen.
Your readiness for today decides your success for tomorrow.

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